

Shepherd

UNIVERSITY

Board of Governors



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Meeting Agenda

November 16, 2016

Board Members

Marcia Brand, Chair

D. Scott Roach, Vice Chair

Tia McMillan, Secretary

Ray Alvarez Bridget Cohee

John Beatty Ramona Kissel

Jason Best, Faculty Eric Lewis

Gat Caperton Caitlin O'Connor, Student

Chad Robinson

Mary J.C. Hendrix, President

**SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING**

**4:15 p.m.
November 16, 2016
Shepherdstown, WV**

AGENDA

Regular Session

Lower Level Multipurpose Room
Robert C. Byrd Center for Congressional History and Education

- | | |
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| 1. Call to Order | Chair Marcia Brand |
| 2. Public Comments | |
| 3. Oath of Office – New Member | Chair Brand |
| 4. Adoption of the Minutes from September 27, 2016 Board Meeting | Chair Brand |
| 5. President’s Report: Advancing Shepherd University | President Hendrix |
| 6. Report of the Enrollment Management and University Development Committee | Mr. Chad Robinson |
| a. Enrollment Management Annual Report | |
| 7. Report of the Academic Affairs and Student Affairs Committee | Ms. Bridget Cohee |
| a. Academic Affairs Annual Report | |
| b. Intent to Plan Master of Science, Data Analytics and Information Systems | |
| c. Institutional Compact Update | |
| 8. Notice of Intent to Amend Board of Governors Policy 19, Academic Freedom, Professional Responsibility, Promotion, and Tenure | Dr. Chris Ames, Provost |
| 9. Amendment of Bylaws | Mr. Alan Perdue, General Counsel |
| 10. Utilities Right of Way at Tabler Farm | Mr. Perdue |
| 11. Quarterly Financial Report: 1 st Quarter FY2017 | Mr. Scott Roach |
| 12. New Business | Chair Brand |

Executive Session

- | | |
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| 13. Legal and Contractual Matters | Chair Brand |
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Adjournment

SHEPHERD UNIVERSITY
BOARD OF GOVERNORS MEETING
3:00 p.m. – 4:00 p.m.
November 16, 2016
Shepherdstown, WV

Committee Agendas

Enrollment Management and University Development Committee
Room 164, Robert Byrd Center Congressional History and Education

- Enrollment Management Annual Report

Mr. Chad Robinson, Chair
Dr. Jason Best
Mr. Gat Caperton
Ms. Caitlin O'Connor
Ms. Monica Lingenfelter, Staff
Mr. Bill Sommers, Staff

Academic Affairs and Student Affairs Committee
WV Room 309, Scarborough Library

- Academic Affairs Annual Report
- Intent to Plan Master of Science, Data Analytics and Information Systems
- Institutional Compact Update

Ms. Bridget Cohee, Chair
Mr. Ray Alvarez
Ms. Mona Kissel
Ms. Tia McMillan
Dr. Chris Ames, Staff
Dr. Tom Segar, Staff

Shepherd University Board of Governors

Minutes of the Meeting of September 27, 2016

The Shepherd University Board of Governors met on September 27, 2016 in a regular meeting. Members participating were: Ray Alvarez, John Beatty, Jason Best, Marcia Brand, Bridget Cohee, Ramona Kissel, Eric Lewis, Tia McMillan, Caitlin O'Connor, and Chad Robinson. Also present were Shepherd University President Mary J.C. Hendrix, members of the executive staff and others. Board members Gat Caperton and D. Scott Roach were absent from the meeting.

1. **PUBLIC COMMENTS**

No public comments were made.

2. **ADMINISTRATION OF OATH OF OFFICE FOR NEW BOARD MEMBERS**

The oaths of office were administered by Chair Marcia Brand to Ray Alvarez and Caitlin O'Connor, new members to the Board.

3. **MINUTES OF THE MEETING OF JUNE 2, 2016**

M (Best), S (Cohee), PASSED, that the minutes of the June 2, 2016 meeting of the Board of Governors be adopted as presented in the agenda book.

4. **MINUTES OF THE MEETING OF AUGUST 25, 2016**

M (Best), S (Cohee), PASSED, that the minutes of the August 25, 2016 special meeting of the Board of Governors be adopted as presented in the agenda book.

5. **PRESIDENT'S REPORT**

President Hendrix reviewed the highlights of her first six months at Shepherd from among the comprehensive list provided in the President's Report.

6. **QUARTERLY FINANCIAL REPORT: FY2016**

Mr. Tony Major, Vice President for Finance, presented to the Board the Quarterly Financial Report for the period ending June 30, 2016.

7. **TUITION AND FEE WAIVER REPORT: FY2016**

Mr. Bill Sommers, Vice President for Enrollment Management, presented to the Board the Annual Tuition and Fee Waiver Report. Mr. Alvarez noted that he would like the Board to undertake further discussion on allocations of waivers to various departments and programs.

8. **NEW BUSINESS: DASHBOARD**

The Board members were provided with a handout of the initial Shepherd University Dashboard.

9. **APPROVAL OF MEDICAL FACILITY PROJECT**

M (Best), S (Cohee), PASSED, (Beatty and Lewis recused themselves due to possible financial conflict at the outset of the Board taking up the Agenda Item and did not participate in the vote.) that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the proposal for the Medical Facility Project with one or more of West Virginia University's affiliated healthcare services corporations and authorizes the President and/or the Vice President for

Administration to execute a Pre-Development Agreement, consistent with the parameters described in the meeting of September 27, 2016 on behalf of the University to advance the project;

10. ADDITIONAL AUTHORIZATION FOR REFINANCING OF BONDS

M (Alvarez), S (Best), PASSED, (Beatty, Lewis and McMillan recused themselves due to possible financial conflict at the outset of the Board taking up the Agenda Item and did not participate in the vote.) that the following resolution be adopted by the Board:

WHEREAS, The Board authorized the refunding of the Bonds and the issuance of Refunding Revenue Bonds (the “Refunding Bonds”) by resolution adopted June 2, 2016; and

WHEREAS, The Board desires to authorize the University to refund the Bonds by issuing one or more Refunding Bonds to one or more banks upon comparable terms as to security and term of the debt service as an alternative to issuing the Refunding Bonds through an underwriter to achieve a maximum debt service savings for the University; and

WHEREAS, The Board has determined that it has the authority to issue the Refunding Bonds directly to one or more banks to refund the Bonds and desires to solicit proposals publicly from banks to determine whether it would be more advantageous to the University to issue the Refunding Bonds directly to one or more banks or to issue the Refunding Bonds through an underwriter.

NOW, THEREFORE, BE IT RESOLVED BY SHEPHERD UNIVERSITY BOARD OF GOVERNORS AS FOLLOWS:

The Board specifically readopts the Resolution of June 2, 2016 relating to refunding of the Bonds; and

The Board specifically adopts the findings and determinations in the Recitals; and

The Board authorizes and directs the President and/or the Vice President for Finance (collectively or separately, the “Authorized Officers”) to issue a Request for Proposals soliciting proposed terms and conditions for the Refunding Bond(s) to be issued to effectuate the refunding of the Bonds; and

The Board authorizes the Authorized Officers to determine the method of refunding the Bonds that is in the best financial interests of the University and, following consultation with the Executive Committee, to proceed as originally authorized by the June 2, 2016 resolution or alternatively to proceed pursuant to this Supplemental Resolution and in connection therewith to execute a Third Supplemental Indenture and such other agreements and documents as necessary to effectuate the refunding of the Bonds, all subject to approval as to form by the University’s General Counsel and Bond Counsel; and

11. INSTITUTIONAL ACCREDITATIONS UPDATE 2015-2016

Dr. Scott Beard, Associate Provost and Dean of Graduate Studies, presented to the Board the Institutional Accreditations Update for 2015-2016.

12. **INTENT TO PLAN FOR BACHELOR OF SCIENCE, ENGINEERING SCIENCE**
M (Best), S (Kissel), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the development of a Bachelor of Science in Engineering Science and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

13. **ADJUSTMENT OF ADMINISTRATIVE ORGANIZATION – UNIVERSITY COMMUNICATIONS**
M (Best), S (Cohee), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the change in the administrative organization to re-align the Executive Director of University Communications as a direct-report of the University President, effective immediately.

14. **NAMING OF THE NEW WEST CAMPUS RESIDENCE HALL FACILITY**
M (O'Connor), S (Best), PASSED, that the following resolution be adopted by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the name Potomac Place for the new West Campus residence facility.

15. **METRO SCHOLARSHIP RATE PRESENTATION**
Mr. Bill Sommers, Vice President for Enrollment Management, and Mr. Jack Shaw, Assistant Vice President of Auxiliary Services, presented to the Board the Metro Scholarship Rate initiative.

16. **MOTION TO EXECUTIVE SESSION**
M (Cohee), S (Best), PASSED, That pursuant to Section 4 of Article 9A of Chapter 6 of the WV Code, it was moved that the Board enter into executive session for the purpose of discussion of matters relating to personnel matters as to one or more specific employees of the University and matters that would be an invasion of privacy if publicly discussed, and to discuss confidential legal matters.

At the conclusion of the executive session, the Board adjourned.

17. **NEW BUSINESS**
None.

Marcia Brand
Chair

Tia McMillan
Secretary

PRESIDENT'S REPORT

Advancing Shepherd University

Our talented leadership team and dedicated faculty, staff and students continue to advance new initiatives and seize important opportunities for Shepherd University. Highlights of noteworthy activities are provided below for your review:

Shepherd Group Tours Hagerstown Community College, Meets with Leadership: On Monday, October 10th, President Mary J.C. Hendrix, Provost Chris Ames, Vice President for Student Affairs Tom Segar, and Vice President for Enrollment Management Bill Sommers visited Hagerstown Community College (HCC) to meet with HCC leadership, tour the facilities, and discuss strategic academic partnerships. HCC shared new programs that address jobs of the future and are focused on cybersecurity, biotechnology, alternative energy, and advanced manufacturing. They also discussed plans for a high-tech business park and their success in securing extramural funding for many of their new initiatives. HCC has academic transfer agreements with Shepherd, Frostburg and Shippensburg.

Agreements Signed with Universities in Mexico, Japan, Scotland and Virginia: Shepherd University recently signed agreements with Anahuac University in Mexico, Osaka University of Commerce in Japan, and University of the West of Scotland formalizing intentions to develop student exchange and to foster collaboration for research and teaching. These agreements add to those already in place with the University of Nicosia in Cyprus and the Istanbul Sabahattin Zaim University in Turkey. Building on these agreements, Shepherd is honored this year to host Yoshihiro Takahata (sophomore business major) from Osaka University of Commerce. Planning is underway for summer programs in Mexico (2017) and Japan (2018).

In addition Shepherd has signed an exploratory agreement with the University of North America, located in Fair Lakes, Virginia, to develop a cohort of international students that will move from a bridge program at that institution to undergraduate and graduate programs at Shepherd.

Institutional Reserve Funds, P-Card Use to be Reviewed: Vice President for Finance Tony Major is examining Shepherd's reserve funds, taking into consideration industry best practices as well as state and institutional policies and requirements for the amount of unrestricted net assets set aside for emergencies and other unforeseen circumstances. The first step in the process will be determining the amount of reserves Shepherd should have on hand. The second step will be determining how to build and maintain the reserve base. Major is meeting with budget managers in each school to discuss efficiencies related to purchasing and the P-Card. One area he is examining is reducing the number of purchasing cardholders on campus to facilitate record-keeping mandated by the state auditor. He has also implemented new protocols that reduce the number of internal P-Card charges among Shepherd's departments.

Refer-A-Friend Program Offers Discount in Residence Halls: A campus housing discount for the spring 2017 semester is available to current residence hall students who refer a friend to live on campus. If the student successfully convinces a commuter friend to live in a residence hall, each student will receive a \$500 discount on room rates for the spring semester. The referring student can obtain up to a \$1,500 discount for successfully referring three commuter friends. For more information, visit <http://www.shepherd.edu/residencelife/refer>

Metro Scholarship Announced for Select Out-of-State First-Time in College Students: The new Metro Scholarship is available for first-time in college (FTIC) students (freshmen) who live in select counties in Maryland, Pennsylvania, and Virginia who plan to enroll at Shepherd in Fall 2017. To be eligible for the \$4,000 per year scholarship, an applicant must be a FTIC (freshman) with a legal, permanent residence in Allegany, Frederick, Garrett, Montgomery, or Washington counties in Maryland; Clarke, Fairfax, Frederick, or Loudoun counties in Virginia; or Franklin County in Pennsylvania. The applicant must take at least 12 credit hours per semester and live on campus. For more information, please visit <http://www.shepherd.edu/metro>

Visit from Senator Manchin's Legislative Staff: On Thursday, October 6th, legislative staff from Senator Joe Manchin's D.C. office visited Shepherd to discuss Shepherd's sustainable energy proposal, the Center for Regional Innovation, and funding opportunities for specific programs.

Shepherd Working to Relocate Sara Cree Hall Chimney Swifts: With the demolition of Sara Cree Hall slated for May 2017, following commencement, Shepherd has been examining ways to relocate the chimney swifts that roost in the Sara Cree chimney each Fall and spring. After discussions with the National Conservation Training Center, West Virginia Department of Natural Resources, and Potomac Valley Audubon Society, the University is considering construction of additional roosting structures, possibly using bricks from Sara Cree, to be built north of Printz and Dunlop halls near the water retention pond (which will provide good habitat and insect food sources). The cost for the roosting habitat relocation has not been determined, but funding will come from grants and fundraising efforts. In the meantime, the Sara Cree chimney will be capped in December 2016 or January 2017, at which time the Knutti boiler house chimney will be uncapped to accommodate the chimney swifts, which are protected by federal law under the Migratory Bird Treaty Act, upon their return in the spring.

The Center for Regional Innovation (CRI): This new initiative, led by Co-Directors Scott Beard, Ben Martz and Colleen Nolan, in partnership with Holly Frye, Jessica Kump and Eric Shuler, continues to establish its presence on campus with the following groups demonstrating a strong interest: KRM, Potluck, LLC and Sky Truth.

Product Development Retreat to be Held at Shepherd's CRI: The three co-founders of Potluck, LLC will be holding an all-day retreat at Shepherd's CRI on Saturday, November 12th. The company principals—Alan Gibson, Jim Mathews, and Dillon Myers—live in three different cities and several times a week conduct their meetings through Potluck, the product they've developed. At Shepherd, they'll meet in the same room to discuss product development, sales, marketing, and strategies for application to higher education and strategies for their next round of funding. For more information about Potluck, visit <http://www.shepherd.edu/news/alumni-association-helps-test-startup-social-app-created-by-adjunct-professor/>

Academic Affairs

Seeding Your Future Conference

The third annual Seeding Your Future Conference organized and run by Drs. Jordan Mader and Sytil Murphy (Chemistry and Institute of Environmental and Physical Sciences) was held on October 29th. Twelve Shepherd faculty, three Shepherd University students organizations and three "friends of the program" presented workshops to an estimated 120 middle school girls. About 60 Shepherd students volunteered at this event.

Mole Day

The Chemistry Club organized and hosted Mole Day activities on October 20th. Mole Day commemorates Avogadro's Number (6.02×10^{23}), which is a basic measuring unit in chemistry. Mole Day was created as a way to foster interest in chemistry. Schools throughout the U.S and around

the world celebrate Mole Day on October 23rd with various activities related to chemistry--and moles.

50th Annual Conference of the West Virginia Music Teachers Association

Shepherd University was the host for the 50th Annual Conference of the West Virginia Music Teachers Association. The conference featured internationally renowned pianist Barbara Nissman, presentations by Shepherd faculty Dr. Scott Beard, Dr. Yu-Hsuan Liao and Dr. Laura Renninger, as well as competitive events for students from across the region.

Smarter Lunchroom

Dr. Danielle Hollar (Shepherd SNAP-ED grant coordinator) and Ms. Kristin McCartney of West Virginia University co-led a statewide Smarter Lunchroom training for 33 counties in October. Child Nutrition Directors/Foodservice Directors attended the training as part of the WV State Department of Child Nutrition's USDA Team Nutrition Grant award program.

Shepherd University Healthy Athletes Ambassador Program

In collaboration with Mr. Chauncey Winbush, Ms. Melanie Ford, Shepherd student athletes, and the Shepherd Communications staff, Dr. Danielle Hollar launched the Shepherd Healthy Athletes Ambassador Program. This program promotes good nutrition and physical activity among youth in our community by engaging Shepherd athletes as ambassadors. After local elementary schools complete their participation in the SNAP-Ed Smarter Lunchroom Scorecard process, they will become members of the program. Launches at each school will include Shepherd athletes who will unveil their posters and serve as positive role models for healthy food and beverage consumption in school cafeterias.

“A Composer of Our Own” Concert

A Winchester, VA chamber choir performed original compositions and arrangements by Dr. Georgiann Toole (Education) during concerts on October 15th and 16th at Grace Evangelical Lutheran Church in Old Town Winchester.

International Society of Nurses in Genetics

Dr. Michael Groves (Nursing) is serving on the Annual Congress Planning Committee for the International Society of Nurses in Genetics (ISONG). Through ISONG's Ethics and Public Policy Committee, he is taking the lead on the revision of the Society's position statement on “Access to Genomic Healthcare: The Role of the Nurse.”

Being Mortal

Over 80 people attended a showing of the film *Being Mortal* and a panel discussion of Atul Gawande's book of the same name, in a program organized by the Hospice of the Panhandle in partnership with Shepherd's Social Work and Nursing Education departments.

Department Conferences

The Shepherd University Department of Music hosted the WV Music Teachers Association Conference. Shepherd's English Honor Society hosted a Literacy Conference with the keynote presented by professor Pate. The American Institute of Graphic Arts (AIGA) annual Mock-Up was hosted by the Department of Contemporary Art and Theater and was sponsored by Graphic Design professor Kristin Kaineg.

Newly Released Music

Two music faculty have released new cds: Dr. Kurtis Adams, *Micro-Orchestra*, with his nonet; Dr. Mark Cook, The Cook Jazz Group, *Live at St. John's*.

Art Exhibit

Mr. David Modler (Art) had a solo exhibition at Gladiola Gallery in Lexington, Virginia.

International Studies Association-South Region Conference

Shepherd hosted the International Studies Association-South Region conference October 14th and 15th with approximately 80 participants. Dr. Aart Holtslag (Political Science) served as Program Chair and has been elected President of the South Region.

CFA Debate and Forensics Tournament

Shepherd hosted the Collegiate Forensics Association League Debate and Forensics Tournament over Homecoming weekend with approximately 100 participants. Dr. Joe Robbins (Political Science) is the advisor for Shepherd's Debate and Forensics team.

CPA Pass Rate

Shepherd accounting students again had the highest CPA pass rate in WV.

Red Flag Campaign

Drs. Howard-Bostic (Sociology) and Joe Robbins (Political Science) spearheaded the Red Flag Campaign this Fall, a Title IX and healthy relationships campaign. The campaign urged the Shepherd community to engage in social action and learn new bystander intervention techniques.

Adolescent Development Course

Dr. Heidi Dobish (Psychology) hosted 191 students (the largest class to date) on the Shepherd campus from Harpers Ferry Middle School (7th grade). A service learning project in her Adolescent Development class requires students to develop a hypothesis, collect data (largely informally) while developing a mentoring relationship with the students. This project is designed to encourage college attendance and provides the students a chance to tour the campus, have a college conversation, go bowling and spend time with college students. This was the 8th year for the project. It is Dr. Dobish's desire to expand and include 7th graders from the Shepherdstown Middle School next year.

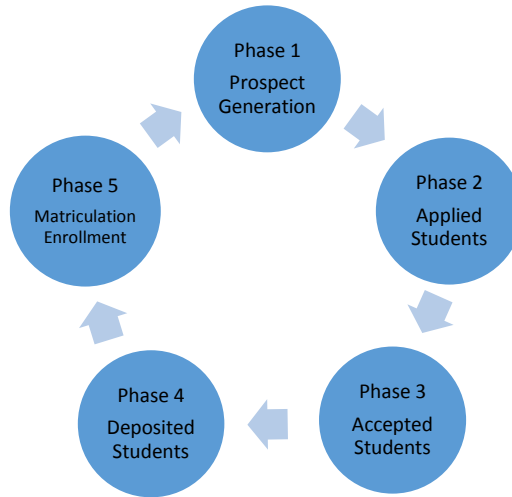
Board of Directors of the Norwegian-American Historical Association

Dean Legreid (BASS) has been elected to the Board of Directors of the Norwegian-American Historical Association, St. Olaf College, MN.

Enrollment Management

The Admissions, Financial Aid, and Registrar offices within the division of Enrollment Management are collaborating on a number of new enrollment initiatives. Recruiting new first-time in college (freshman), transfer, and readmit students for Fall 2017 is well underway and off to a solid start. At this time, student admission applications and acceptances are trending ahead of last year. All three offices collaborated and authored the 2016-2017 Annual Recruitment Plan. The plan is goal oriented and driven by enrollment objectives, strategies, and tactics. The plan is aligned with the college search, selection, and decision timeline (phases) of our future students, families, and decision influencers.

Recruitment and Admission Phases



New Recruitment and Enrollment Initiatives

- The Metro Scholarship marketing campaign was launched, following review by the Board, at the beginning of October. This scholarship is focused on increasing out-of-state student enrollments and housing occupancy rates.
- University Communications ran 38 geo-targeted social media recruitment campaigns prior to the admission counselors' visits to high school, college fair, and open house events. Over 1,800 people clicked through to the *Shepherd.edu* website.
- International student marketing and recruiting strategies and tactics are a point of emphasis. Shepherd staff made recruiting visits to regional colleges and high schools, targeting international students, and began new initiatives to recruit non-native English speakers through county high school English as Second Language (ESL) programs (Washington, Frederick, Berkeley, Jefferson). Shepherd is working with embassies for recruitment and education partnerships (in progress, including: Guinea, El Salvador, Ivory Coast, Kazakhstan, Mali, Micronesia, Mongolia, and Turkey).
- Successfully completed prospective student Fall open house programs in September, October, and November.
- Launched Cappex.com campaign. Received over 400 qualified prospective student leads to-date.
- Deployed the Hobson's Connect Customer Relations Management (CRM) system that automates communication with prospective students throughout the recruitment and enrollment cycle.
- Collaborating with History Department Faculty on a prospective student recruitment event, tied with Shepherdstown's Civil War Christmas event in December.
- The Office of Financial Aid successfully implemented the new Federal guidelines for early FAFSA filing. Shepherd expects to begin awarding aid for 2017-2018 in December 2016.
- Implemented a targeted recruitment and yield plan focused on new spring 2017 first-time in college, transfer, and readmit student enrollments.
- Hosting a first-ever transfer student instant decision day mid-December for spring 2017 enrollment.
- Office of the Registrar is supporting a current undergraduate student registration campaign for spring 2017. The campaign will focus on active students who are in good academic standing, but were not enrolled in the Fall 2016 semester.
- Collaborating with Student Affairs and Academic Affairs on student persistence and retention initiatives.

Competition for FTIC and transfer students is at an all-time high locally, regionally and nationally, caused by shifting and declining traditional-aged student demographics and increasing student need for financial support. These new initiatives, coupled with enhancing current enrollment best practices, are gaining traction as evident in the increased number of applications for Fall 2017. We are on the front-end of the recruiting and enrollment year and are working hard on continuing the positive trend.

Student Affairs

Shep-or-Treat

The 16th Annual Shep-or-Treat Campus and Community Event was held Wednesday, October 26th. Hundreds of area youth and their families visited campus to play games, collect candy, and enjoy a safe trick-or-treat evening. Residence Life, Dining Services, Wellness Center, Student Center, and the Student Government Association collaborated to create a fun-filled evening. Dining Services sponsored *Spooktacular*, a special Halloween-themed meal for both the campus and local community.

Community Engagement Outreach

The first Community Engagement Outreach (CEO) event of the semester returned to Parking Lot A behind Scarborough Library on Wednesday, October 25th. Students engaged with each other, enjoyed hot dogs and hamburgers that were grilled by retired Dean of Students Dave Cole mingled with faculty, and learned ways to get connected on campus. Staff from the Advising Assistance Center provided information about advising and registering for spring 2017 courses. A total of four CEO events are planned for the academic year focusing on academic advising, midterms, final exams, campus services, and registering for classes for the following semester. Additionally, the new Residence Life initiative, Refer-A-Friend, campaign was shared with students who visited the event.

Freedom's Run

For the eighth consecutive year, Shepherd University served as host and sponsor for Freedom's Run, a nationally recognized event attracting thousands of participants and volunteers to Shepherdstown and Shepherd University. Volunteers welcomed runners the day before the event, registering for the race in the Wellness Center while Ram Stadium served as the finish line for participants in the 5K, 10K, half, and full marathons and Kid's Run that covered two states and five national parks.

Homecoming

This year's Homecoming theme featured the 90's and included the annual Quiz Bowl, Skit, and Banner Competition, as well as Founders Day, the Homecoming Parade, and a well-attended game against Concord University.

Residence Life

Shepherd University Residence Life, in collaboration with West Virginia University (WVU) and Marshall University, hosted the Mid-Atlantic Association of College and University Housing Officers Student Staff Live-In Conference on Saturday, October 15th at WVU. Jessica Lanciano, Area Director for Residence Life, served on the conference planning committee; Resident Assistants Toni May and Mitchell Wooley presented at the conference and Vice President for Student Affairs Dr. Tom Segar delivered the opening keynote address.

Veterans Visit Ram Stadium

The University welcomed twelve veterans and several staff members to the October 8th Ram Football game. For several of these veterans, this event marked the first time they have been out of a medical care facility in over a year. Twenty-Five of the resident veterans were able to join Shepherd for a beautiful afternoon at Ram Stadium on November 5th. Students from the Shepherd University Student Veterans Organization and the Department of Nursing Education served as hosts on each occasion.

Voter Registration Drive

Student Community Services and Service Learning coordinated a voter registration drive to encourage students to vote in the November election. They utilized www.vote.org for registering voters, providing absentee ballots, and searching for registration information, and assisted 29 students with voting needs. Various locations were set up across campus for several days to provide assistance.

Fall Break Initiative

The Fall Break Initiative is a three day volunteer program for students who would like to spend their time out of classes by volunteering for others. This year students assisted the United Methodist Church in Morgan County and several individual community members. The group of five students and two staff stayed overnight in the churches youth facility, completed several painting projects and assisted in collecting, chopping and stacking firewood.

University Development

Comprehensive Fundraising Report: 7/1/16 through 9/30/16 – New Gifts and Pledges

The comprehensive fundraising report provides analysis of cumulative data from the beginning of the fiscal year through the end of the reporting period. The report includes data from external fundraising programs managed through the Shepherd University Foundation, Shepherd University Athletics, Office of Grant Support, and Corporate and Foundation Relations.

- During the first quarter of the fiscal year, a total of \$2,109,707 was pledged and/or paid in new, direct gifts.
 - Private gifts designated to named endowments equaled \$255,667.
 - Gifts and pledges for annual giving programs yielded \$994,753.
 - New competitive grants in amount of \$919,287 were awarded to Shepherd programs.
- Our giving constituencies continue to support us as detailed in the chart below. Comparison with the same quarter ending 9/30/15 shows the number of individual donors down in most categories, with 15% fewer individual gifts, yet total dollar amount of gifts received shows a 115% increase.

219	Friends have paid/pledged	\$261,618
491	Alumni have paid/pledged	\$484,370
45	Corporations have paid/pledged	\$67,641
6	Foundations have paid/pledged	\$64,654
77	Others have paid/pledged	\$312,137
11	Government	\$919,287
		<hr/>
		\$2,109,707

Year-To-Date Giving Summary: 7/1/15 through 9/30/16 – Total Gifts Received

The giving summary provides annual data for year-to-date comparisons with the previous fiscal year. Data provided includes outright gifts and payments received as pledges, grants, and deferred commitments during the reporting period.

- Gifts to annual programs totaled \$345,588, a 78% increase over July through September 2015.
- First quarter FY2017 contributions to endowments showed an increase over the previous year with \$255,667 received.
- Capital gifts received totaled \$45,252, representing receipt of a pledged gift designated for the Center for Contemporary Arts.
- Payouts from competitive grants increased by 65% over the same period last fiscal year with \$495,471 received.
- Numbers of staff and faculty donors totaled 25 compared with 56 during the same period last fiscal year, but total dollars increased to \$16,932, compared with \$10,147 July through September 2015.
- In total, cash-in funding of \$1,142,393 was received during the first quarter with 332 gifts from 293 individual donors.

Initiatives Update

The President's Brunch events, held in conjunction with Shepherd's home football games, have provided the opportunity for some of Shepherd's historically most generous donors to engage with University leadership and learn about funding priorities.

The Shepherd University Athletics program has successfully recruited several Ram Nation Hospitality Sponsors. The Ram Partnership Program has received a significant five year pledge of \$250,000 from Smallwood and Small Insurance in support of the pavilion next to Ram Stadium.

The Business 2020 initiative was launched this past summer by the Shepherd University Foundation in support of the revitalization of Shepherd's business program and the creation of a school of business. An engaged committee of alumni led by Ray Alvarez, assisted by Dr. Ben Martz and Provost Chris Ames, with the full support of President Hendrix, has reached out to business and Delta Sig alumni as well as regional friends and businesses to seek gifts and pledges of \$600,000. Leaders of this program anticipate announcing the successful results of the campaign in the coming weeks.

The Women Investing in Shepherd (WISH) membership program continues to work toward its goal of 200 members in 2016, which will provide a \$100,000 grant pool for Shepherd learning programs and community nonprofits. Membership total stands at 180, with more socials planned as well as personalized individual prospect meetings.

A prospect management system is being developed to efficiently utilize staff and technology resources to create the most effective fundraising program in support of funding needs for Shepherd's students, faculty, and academic programs. Fundraisers and staff have begun consultation to coordinate all development activities, setting goals for dollars raised and expectation levels for fundraising activity by individual fundraisers. Additionally, the alumni and friends database software is being upgraded to provide more flexibility with online giving, email communications, membership tracking, event planning, prospect management, and will also provide the ability to remotely access the database.

Athletics

Another Great Trip

The Shepherd University Football program has continued its stellar play after a commanding victory over West Virginia State University and is sitting atop the Mountain East Conference at 7-0. The season has seen record breaking games and a number of Mountain East Players of the Week accolades. Shepherd's win against Fairmont State on Saturday, November 5th, was before a record crowd of more than 6,700 and clinches another Conference Championship.

Shepherd Visible Nationally

The Fairmont State University versus Shepherd University football game on Saturday, November 5th was picked up by American Sports Network (ASN). ASN is afforded a couple of flex game opportunities toward the end of the season and felt the November 5th matchup would be ideal to showcase. This was the third time the football team has been showcased this season.

Men's and Women's Basketball

The Shepherd University men's and women's basketball programs will start their season on Friday, November 11th. Both programs will be participating in the annual Clarion Open, hosted at Shepherd University, with a total of eight games played throughout the weekend.

Academic Achievements

Twenty-five Shepherd student athletes were awarded the D2 Athletic Directors Association Academic Achievement Award for the 2015-2016 school year. These student athletes represent the football, men's basketball, women's basketball, women's soccer, and women's tennis teams. A 3.5 GPA had to

be maintained throughout the academic year to garner this prestigious honor.

Founder's Day

Women's volleyball, basketball, softball and lacrosse teams, as well as the baseball team took part in the Shepherd University Founder's Day event on Thursday, October 20th. The teams walked in the annual parade and assisted with handing out umbrellas, popcorn and cider to those in attendance.

Capital Projects

Potomac Place Residence Hall

September and October have brought the most visible progress for the project. The first floor steel structure was erected, the concrete floor deck was poured and wood framing began. Wood framing and concrete decking for four floors has been completed as are site utilities. The building is scheduled to be dried-in before winter. Overall, the project is progressing on schedule and on budget.

Gardiner Hall

Over the Labor Day weekend a water pipe on the second floor of Gardiner Hall ruptured and flooded portions of the second, first and ground level floors. The flooding required Financial Aid, Cooperative Education, Disability Support Services, Counseling Services, and Title IX to be relocated to other areas on campus, as well as areas of Gardiner that were not impacted by the flood. The Health Center, located in Gardiner, was not flooded and is operating out of its existing location. The building was not occupied by residents for the Fall semester. Repairs to the building are underway and include moisture removal, hazardous materials abatement, ceiling tile and carpet replacement and touch-up painting. Repairs are scheduled to be done by mid-November with costs covered by the University's insurance.

Sara Cree Hall Demolition and Parking Lot Construction

Pre-demolition hazardous materials testing and inventorying is complete, and the bidding for the abatement phase of the project will begin the week of November 7th. Interior abatement is expected to take place over the winter months. Exterior abatement and removal of an unused underground storage tank located adjacent to Sara Cree will take place as weather and scheduled University activities allow. Demolition and parking lot construction plans and specifications are being developed with plans to bid out this phase of the project in December 2016. Building demolition is expected to begin in early May following Commencement. Demolition and parking lot construction is scheduled to be completed mid-August.

Upcoming Events

Thursday, November 17

Fall Opera Scenes, Frank Center Theater, W.H. Shipley Recital Hall. Sponsored by Department of Music

Music Salon Series: An Exploration of American Poetry, performed by Baritones Robert Tudor and Bobb Robinson and Pianist Yu-Hsuan Liao, Frank Center Theater, W.H. Shipley Recital Hall.

Sponsored by Jefferson Security Bank and Department of Music.

Friday, November 18

Film "Ida," Reynolds Hall. Sponsored by the Shepherdstown Film Society and the Shepherd University Foundation's Scarborough Society.

Wednesday, November 23 – Friday, November 25

University Closed for Thanksgiving Holiday

Monday, November 28

Composition Recital, Frank Center Theater, McCoy Rehearsal Hall. Sponsored by Department of Music.

Tuesday, November 29

Small Ensembles Recital, Frank Center Theater, W.H. Shipley Recital Hall. Sponsored by Department of Music.

Saturday, December 3 – Sunday, December 4

Celebration Around the World: Annual Holiday Gala Concert, Frank Center Theater

Wednesday, December 7

Preparatory Orchestra and Preparatory Chorus, Frank Center Theater

Friday, December 23 – Friday, December 30

University Closed for Winter Break

Monday, January 16

University Closed for Martin Luther King Day

Thursday, January 19

Music Salon Series: Mountainside Baroque, Frank Center Theater, W.H. Shipley Recital Hall.
Sponsored by Jefferson Security Bank and Department of Music.

For other Shepherd events, event locations and times, please check our home page calendar at <http://www.shepherd.edu/calendar>

ENROLLMENT MANAGEMENT ANNUAL REPORT

The Enrollment Management report for 2016-2017 will be presented by Mr. Bill Sommers, Vice President for Enrollment Management. This report provides a summary of Fall 2016 enrollments, current initiatives related to student persistence and retention, and future enrollment initiatives and opportunities.

Fall 2016 University Enrollment Summary

In early October 2016, Fall 2016 enrollment census data were reported to the West Virginia Higher Education Policy Commission (HEPC). The data reflect the challenging higher education environment facing many public, regional universities, caused by shifting and declining student demographics, increasing student need for financial support, heightened price sensitivity, resistance to student loan debt, and intense competition among institutions.

The breakdown below shows an overall decrease in degree-seeking university enrollment of 5.4% compared to Fall 2015. First-time in college (freshman) (FTIC) and continuing undergraduate enrollment account for the majority of the decline. Positive gains were made in undergraduate readmit and International student enrollments. New and continuing graduate student enrollments also exceeded last year. In addition, at the graduate level, thirteen students enrolled in the second Doctor of Nursing Practice (DNP) cohort.

Fall 2016 University Enrollment Breakdown

Headcount by Student Segment	Census Fall 2015	Census Fall 2016
Continuing Undergraduate	2,270	2,119
New First-Time in College (Freshman)	639	564
Re-Admit	44	51
New Transfer	370	362
Graduate, Master's-New and Continuing	144	151
Doctor of Nursing Practice (DNP)	15	22
Degree-Seeking	3,482	3,296
Non-Degree Undergraduate	376	388
Non-Degree Graduate	63	207
University Enrollment	3,906	3,867

Source: Enrollment Census Snapshot, Office of the Registrar

Fall 2016 Recruitment and Enrollment Summary

The 2015-2016 undergraduate recruitment and enrollment cycle yielded 564 FTIC, 362 transfers, and 51 readmit students. The FTIC admission build resulted in a higher conversion rate from applied to accepted student. This higher conversion was a result of working with incomplete applicants to complete their admission file so an offer of admission could be made. The conversion from accepted to deposited lagged behind last year however, the deposit cancellation (melt) rate improved by 4.5% showing a stronger commitment of deposited students to enroll and matriculate in the Fall semester.

FTIC (freshman) Admission and Enrollment Build

	Fall 2016	Conversion	Fall 2015	Conversion
Applications	1,883		2,043	
Accepts	1,417	75.2%	1,484	72.6%
Deposits	660	46.5%	789	53.1%
Deposits Cancelled	59	8% (melt)	99	12.5% (melt)
Net Deposits	601		690	
Enrolled	564	94%	639	92%

Source: Admission Build Report, Admissions Office

Transfer student recruitment and enrollment build experienced increases in the number of applied and accepted students, but lower than expected conversion to deposit. Much like the FTIC population, the deposit cancellation rate improved over last year. The improvements in deposit cancellation rates in both FTIC and transfer student populations, is a direct result of building strong relationships with future students throughout the recruitment cycle and a comprehensive summer orientation program.

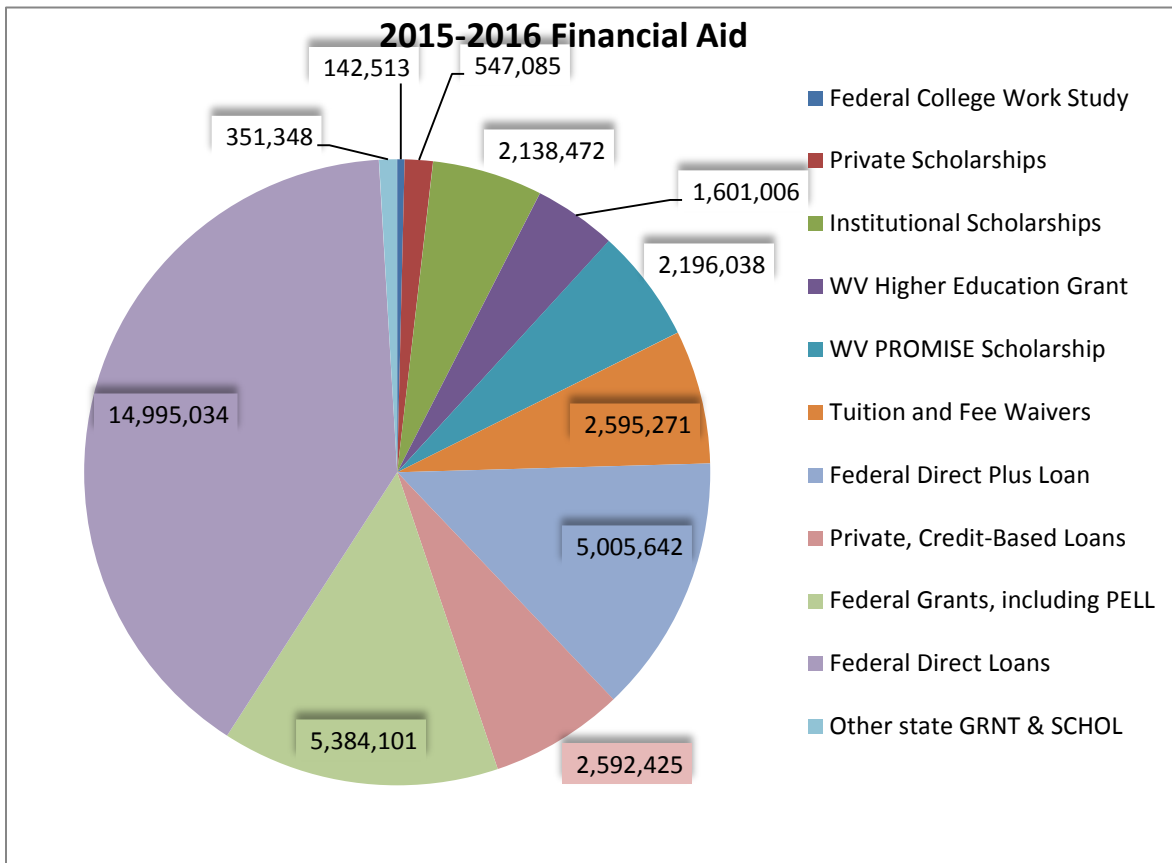
Transfer Admission and Enrollment Build

	Fall 2016	Conversion	Fall 2015	Conversion
Applications	857		755	
Accepts	604	70.4%	577	76.4%
Deposits	465	76.9%	510	88.3%
Deposits Cancelled	50	10.7% (melt)	93	18.2% (melt)
Net Deposits	415		417	
Enrolled	362	87.2%	376	90.1%

Source: Admission Build Report, Admissions Office

Financial Aid and Student Scholarships

The increasing need for financial support, heightened price sensitivity, and resistance to student loan debt has increased the need for more institutional aid to attract, enroll, and retain Shepherd students. State and Federal aid resources have not kept pace with the rising cost of attendance (maximum loan amounts have stayed the same for a number of years -- freshman/\$5,500, sophomore/\$6,500, junior-senior/\$7,500). Roughly 48% of Shepherd undergraduate students are either low income, first-generation, or both. The breakdown below shows the distribution and amounts of aid students have utilized.



Source: Office of Financial Aid and Scholarship

Student Persistence and Retention

Student persistence and retention continues to be an opportunity for improvement and a high priority with the offices of Student Affairs, Academic Affairs, and Enrollment Management. The growing financial need of our students, coupled with academic preparedness, continues to be the overarching barriers to persistence. Many Shepherd students work on- and off-campus jobs while trying to maintain full-time student status (12 or more credit hours). That combination is very challenging and stressful for students and can attribute to poor academic performance. The Retention Intervention Team (RIT) completed its work in spring 2016 contacting current students who were eligible to register for Fall 2016, but did not take advantage of early registration in April. The outreach campaign was successful with 32% of students registering for Fall 2016 after the campaign concluded.

Another successful retention initiative was the Last Dollar Grant (LDG) program started in Fall 2016. Through generous support of donors, the LDG was established to help deserving students clear their Fall 2016 bill after all other financial resources had been exhausted. Fourteen students were awarded and accepted LDG funds. Below is a distribution summary of LDG funds.

- Students by class level: 10-freshmen, 1-sophomore, and 3-seniors.
- LDG funds were allocated to both in-state (4) and out-of-state (10) students.
- The average award per students was \$932.
- All upper division students were in good academic standing in the 3.0 range.
- The distribution of funds awarded crossed all schools and 10 different majors.

Degrees Awarded

The number of degrees and degrees by academic program remained consistent when compared to previous years.

Degrees Awarded

Degree Level	2015-2016
Baccalaureates	708
Master	63
Total	771

Source: Institutional Research Office

Top Degrees Awarded by Major

Degree Program	2015-2016
Regent Bachelor of Arts	12%
Nursing	11%
Business Administration	10%
Elementary Education	10%
Recreation and Leisure Studies	7%
Secondary Education	6%

Source: Institutional Research Office

Moving Forward

Fall 2017 Recruitment and Enrollment

The Admissions, Financial Aid, and Registrar offices within the division of Enrollment Management are collaborating on a number of new enrollment initiatives. Recruiting new FTIC, transfer, and readmit students for Fall 2017 is well underway and off to a solid start. At this point-in-time, student admission applications and acceptances are trending ahead of last year. All three offices collaborated and authored the 2016-2017 Annual Recruitment Plan. The plan is goal oriented and driven by enrollment objectives, strategies, and tactics. The plan is aligned with the college search, selection, and decision timeline (phases) of our future students, families, and decision influencers.

Sample Recruitment Initiatives:

- Launched the new Metro Scholarship marketing campaign the beginning of October. This scholarship is focused on increasing out-of-state student enrollments and housing occupancy rates.
- Worked with University Communications to run 38 geo-targeted social media marketing campaigns prior to the admission counselor's visit to the high school, college fair, and open house events.
- Successfully completed three prospective student Fall open house programs.
- Launched Cappex.com campaign. Received over 400 qualified prospective student leads.
- Deployed the Hobson's Connect CRM (Customer Relations Management) system that automates communications with prospective students throughout the recruitment and enrollment cycle.
- Collaborating with the History Department faculty on a prospective student recruitment event, tied with Shepherdstown's, Civil War Christmas event in December.

- The Office of Financial Aid successfully implemented the new Federal guidelines for the early FAFSA filing timeline. Shepherd will start awarding aid for 2017-2018 in December 2016.
- Revising the institutional scholarships and departmental waivers awarding process and timeline to be aligned with recruiting initiatives and be more responsive to future students.

Strategic Enrollment Growth Opportunities

Future enrollment growth will need to come from new student populations and innovative instructional delivery methods. It will be very challenging to achieve optimal enrollment and revenue levels from a single student population. Below are targeted populations or delivery methods that need to be developed, resourced, and designated as strategic university priorities.

1. Current Undergraduate Students-Persistence and Retention
 - a. Continue to fund LDG program
 - b. Explore offering a summer bridge success program for at-risk FTIC or first-generation students
2. International Students
 - a. International pathway partnership agreements
 - b. Marketing and recruiting international undergraduate and graduate students
 - c. Market Intensive English Language program
3. Adult Students
 - a. Martinsburg Center Student Enrollments
 - b. Expand undergraduate course and program offerings to attract a wider audience of adult-students
 - c. Expand graduate programs to attract new students
 - d. Explore and develop corporate training services with local and regional businesses
4. Graduate Students
 - a. Expand Graduate Degree programs
 - b. Expand graduate certificate programs aligned with local and regional employer needs
5. Summer Term
 - a. Expand the number of course offerings for current undergraduate students
 - b. Aggressively market the summer terms
6. Online Course and Program Delivery
 - a. Explore a winter term offering online courses

ENROLLMENT SNAPSHOT 2016-2017

(Columns labeled “% Change” reflects the relative differences between the 2015-2016 and the 2016-2017 academic years.)

Sources: Institutional Research Office, Admissions Office, Office of the Registrar, and Office of Financial Aid

	Credit HC	FTE
Baccalaureate	3,095	2,875.33
Masters	151	92.83
DNP	22	15.92
NDUG	388	61.80
NDPG	170	48.50
Total	3,826	3,094.38

Current Head Count by Class Year	
Freshmen	796
Sophomore	562
Junior	731
Senior	1,010

FTE by Student Type			
	FTE	% Distribution	% Change
Undergradua	2,875.33	93%	-7%
Graduate	108.75	4%	13%
NDUG	58.33	2%	5%
NDPG	48.50	2%	178%
High School	3.47	0%	-27%

FTE by Class Level			
	FTE	% Distribution	% Chang
Freshmen	778.03	26%	-10%
Sophomore	536.23	18%	-11%
Junior	680.27	23%	-9%
Senior	871.20	29%	-2%
Graduate	108.75	4%	-13%

	Paid FTE	FTE	Percent	Change	%
Resident	2,114.68	70.92%	-158.57	-7.56%	
Non-Resident	867.28	29.08%	-68.87	-7.36%	
University Total	2,981.97	100%	-222.43	-7.46%	

FTE by Residency			
	FTE	% Distribution	% Change
In-State	1,902.02	64%	-5.11%
Out-of-State	1,079.95	36%	-10.00%

STUDENT PROFILE 2016-2017

Ethnicity		
Unknown	2.1%	79
Hispanic	3.3%	125
Am Ind/Al Native	0.6%	23
Asian	2.0%	75
Black/AA	8.1%	306
Nat HI/Other Pac Isl	0.1%	2
White	82.1%	3,101
Two or More	1.8%	68

International	
Enrolled	12
Countries	9

Retention		
	2015	2016
FTIC	66%	60%
Undergraduate	77%	71%

Gender		
Female	59.3%	2,242
Male	40.7%	1,537

Status		
Full-Time	74%	2,782
Part-Time	26%	997

Age		
<18	1%	42
18-22	61%	2,288
23-24	8%	316
25-44	23%	880
45-64	7%	248
65+	0%	5

Housing		
On-Campus	23.2%	878
Off-Campus	76.8%	2,901

Veterans and Dependents Receiving Benefits		
Year	New	Total
2015	67	182
2016	54	188

New Students Fall 2016

Mean Scores	2015	2016
Freshmen ACT Comp	21.76	21.68
Freshmen SAT Comp	990	984
HS GPA	3.31	3.34
Transfer GPA	3.11	3.08

Enrollment	
Freshmen	564
Transfers	362
Readmits	51
Total New	977

Geographic Distribution		
WV	66%	645
MD	20%	200
VA	9%	89
PA	2%	18
Other	3%	25

Conversion	2012	2013	2014	2015	2016
Admit Rate	81%	94%	98%	90%	92%
Yield Rate	46%	42%	36%	43%	40%
Denied Rate	19%	6%	2%	10%	8%

Financial Aid

Household Income of (16-17) FAFSA Enrolled Students

11%	Dependent Students <=\$25,000
89%	Dependent Students >\$25,000
54%	Independent Students <=\$25,000
46%	Independent Students >\$25,000

Degree Seeking, Enrolled, Financial Aid Application Filers (15-16)

82%	Enrolled, degree seeking students who applied for financial aid
94%	Applicants who received aid

(Note: Students are not required to submit a FAFSA when applying for private, credit-based loans and private scholarships.)

First Generation College Students

Year	FAFSAs Received	FAFSAs Enrolled	FAFSAs Enrolled with Aid
12-13	2,782	1,425	1,344
13-14	2,751	1,362	1,294
14-15	2,507	1,195	1,143
15-16	2,157	1,164	1,106
16-17	2,114	1,050	988

New FT UG as % of Total Enrollment, Fall 2016

	New	Returning	Total	% New
Unclassified	12	1	13	92%
Freshman	622	166	788	79%
Sophomore	112	445	557	20%
Junior	172	558	730	24%
Senior	59	947	1,006	6%
Total	977	2,117	3,094	32%

Promise Scholarship: 474 Recipients Currently at Shepherd University

Year	Freshmen Promise Recipients	Percentage Who Kept Scholarship
10-11	169	67%
11-12	151	66%
12-13	167	82%
13-14	150	77%
14-15	149	74%
15-16	140	66%
16-17	141	As of 10/28/16

Post Details

Video **Post**



Shepherd University

Published by Timothy Haines [?] · October 31 at 8:00am · 🌐

Halloween may not be scary, but missing out on being a Shepherd Ram is! APPLY TODAY! <http://www.shepherd.edu/admissions>



9,409 people reached



[View Results](#)

👍👎 134

2 Comments 2 Shares

👍 Like 💬 Comment ➦ Share

9,409 People Reached

4,275 Video Views

155 Reactions, Comments & Shares

137 Like **126** On Post **11** On Shares

1 Love **0** On Post **1** On Shares

8 Haha **8** On Post **0** On Shares

3 Comments **2** On Post **1** On Shares

6 Shares **2** On Post **4** On Shares

175 Post Clicks

80 Clicks to Play **8** Link Clicks **87** Other Clicks

NEGATIVE FEEDBACK

1 Hide Post **0** Hide All Posts
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Video **Post**



Shepherd University

Halloween may not be scary, but missing out on being a Shepherd Ram is! APPLY TODAY! <http://www.shepherd.edu/admissions>

Video Performance In This Post

🕒 Minutes Viewed **757**

👤 Unique Viewers **3,934**

📺 Video Views **4,275**

📺 10-Second Views **1,739**

📺 Video Average Watch Time **0:05**

👤 Audience and Engagement

ACADEMIC AFFAIRS ANNUAL REPORT

The Academic Affairs Annual Report focuses on benchmarking Shepherd University against two sets of peer institutions. MGT on all charts and graphs refers to the official West Virginia Higher Education Policy Commission (HEPC) peer institutions for Shepherd. COPLAC refers to the membership institutions of the Council of Public Liberal Arts Colleges.

MGT peers: Group of institutions selected by the HEPC as our peers in Fall of 2007.

- California State University – Monterey Bay
- Eastern Oregon University
- Fort Lewis College
- Indiana University – East
- Langston University
- Lewis – Clark State College
- Longwood University
- Mississippi Valley State University
- Shawnee State University
- Southeastern Oklahoma State University
- SUNY College at Old Westbury
- SUNY College of Agriculture and Technology at Cobleskill
- University of Arkansas at Monticello
- University of Hawaii at Hilo
- University of Maine at Farmington
- University of Mary Washington
- University of Maryland – Eastern Shore
- University of North Carolina at Asheville
- University of South Carolina – Aiken
- Western State College of Colorado

COPLAC: Duplicates from the MGT list are in *italics*.

- Eastern Connecticut State University
- *Fort Lewis College*
- Georgia College
- Henderson State University
- Johnson State College
- Keene State College
- Mansfield University
- Massachusetts College of Liberal Arts
- Midwestern State University
- New College of Florida
- Ramapo College of New Jersey
- Sonoma State University
- Southern Oregon University
- Southern Utah University
- St. Mary’s College of Maryland
- SUNY at Geneseo
- The Evergreen State College
- The University of Virginia’s College at Wise
- Truman State University
- University of Alberta, Augustana (IPEDS data is not available for this institution.)
- University of Illinois at Springfield
- *University of Maine at Farmington*
- *University of Mary Washington*
- University of Minnesota Morris
- University of Montevallo
- *University of North Carolina at Asheville*
- University of Science and Arts at Oklahoma
- *University of South Carolina – Aiken*
- University of Wisconsin – Superior

Provost Chris Ames will present the Academic Affairs annual report to the committee for information purposes, providing comparisons between the benchmarks and informing the Board of the progress being made towards the goals set out in the Campus Compact and the Crossroads Strategic Plan.

Academic Affairs Annual Report

Shepherd University

November 2016

Chris Ames, Provost

Academic Affairs Includes

- All faculty and academic programs
- Scarborough Library
- Center for Teaching and Learning
- Continuing Education and Lifelong Learning
- Institutional Research
- International Affairs and Study Abroad
- Shepherd University Research Corporation
- The Martinsburg Center

Academic Deans and Divisions

- Scott Beard, Graduate Studies and Associate Provost
- Dow Benedict, Arts and Humanities
- David Gansz, Scarborough Library
- Chris Ames (Acting), School of Educational and Professional Studies
- Ann Legreid, Business and Social Sciences
- Colleen Nolan, School of Natural Science and Mathematics
- Laura Renninger, Center for Teaching and Learning
- Virginia Hicks, Assistant Provost for Academic Community Outreach

New Hires, Director and Dean Level

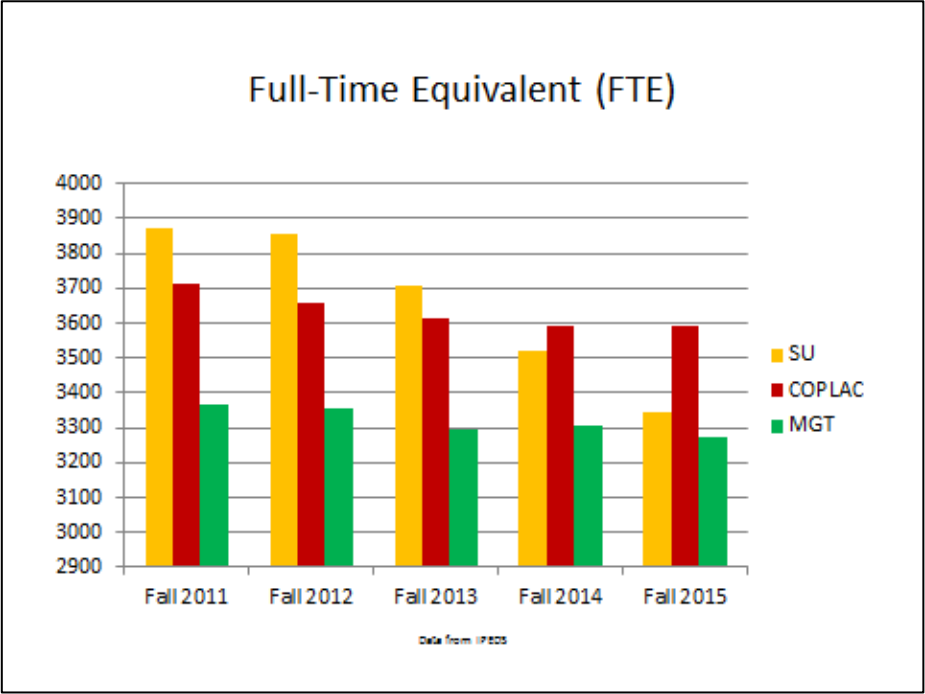
- Ben Martz, Dean of Business School Development
- Yin Lin Star, Director of Study Abroad

New Programs for 2016-2017

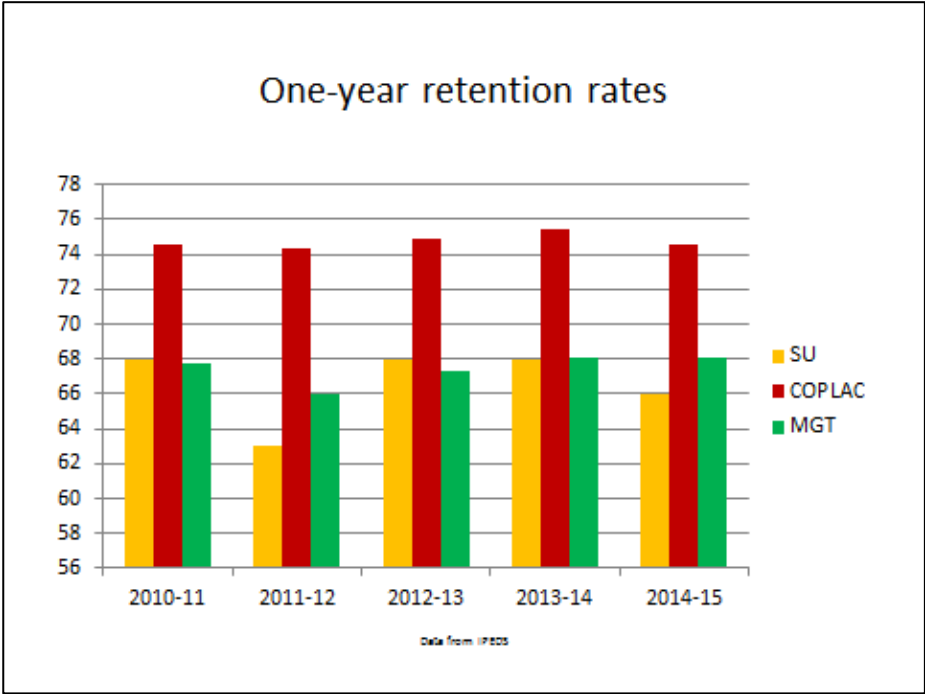
- Global Studies
- Data Analytics
- Music—Jazz Concentration & General Concentration
- Minor in Historic Preservation and Public History
- Elimination of Music Theater Concentration

COMPARISON INSTITUTIONS

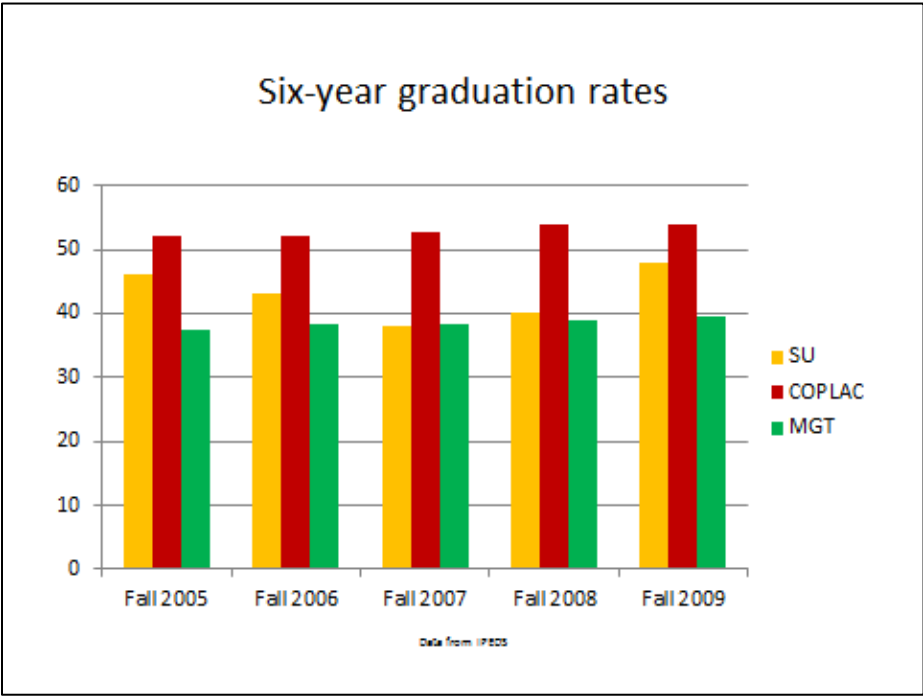
- COPLAC is the Council of Public Liberal Arts Colleges
- MGT refers to peer institutions designated for Shepherd by the HEPC
- Previously, COPLAC data were collected with a year delay, and so the 2012 profile collected fall 2011 data; now, there is no delay, so the 2013 profile collected fall 2013 data, and fall 2012 was skipped for some categories. Thus there is no comparison data presented for fall 2012 for certain metrics.



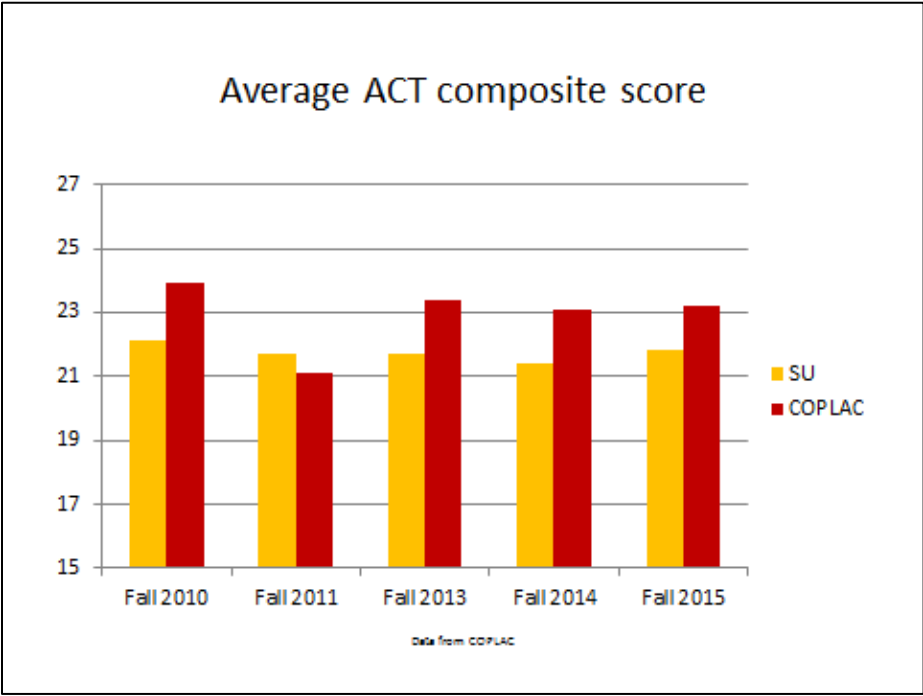
Shepherd University is similar in size to COPLAC institutions, but has experienced enrollment decline in the past four years.



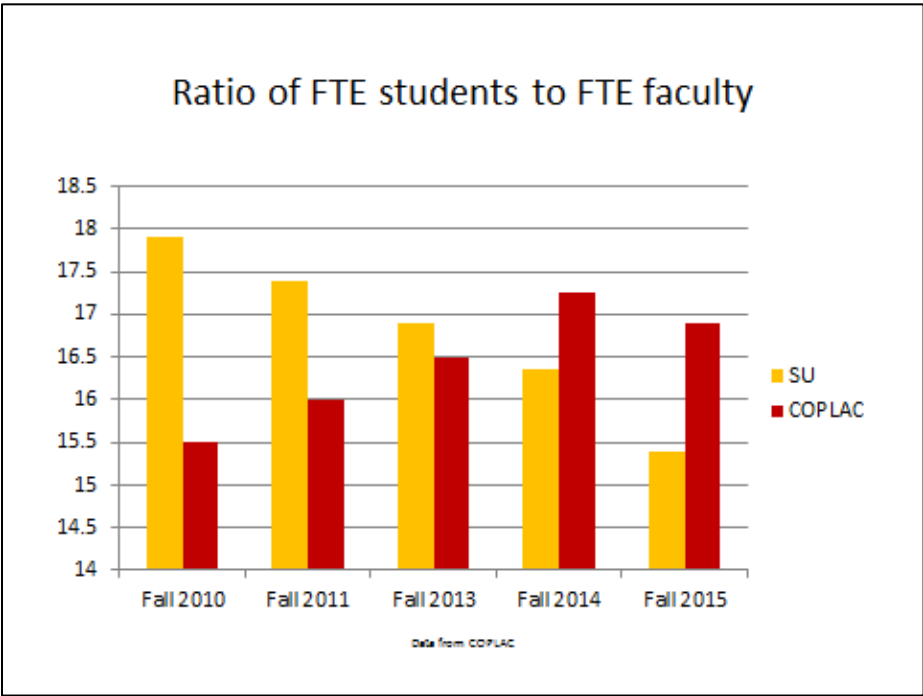
One-year retention improved by five percent in Fall 2012 and held steady in Fall 2013, moving us closer to COPLAC peers and even with HEPC peers.



Shepherd is similar to HEPC comparison institutions in graduation rate and shows improvement with the most recent cohort.

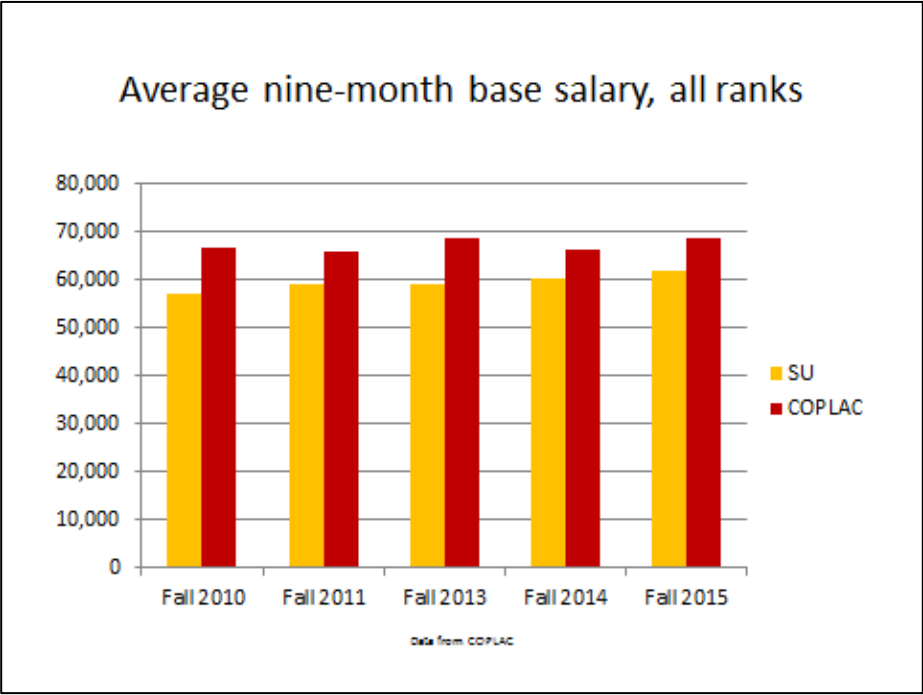


Shepherd's average ACT score has remained constant, generally slightly less than two points below the COPLAC average.

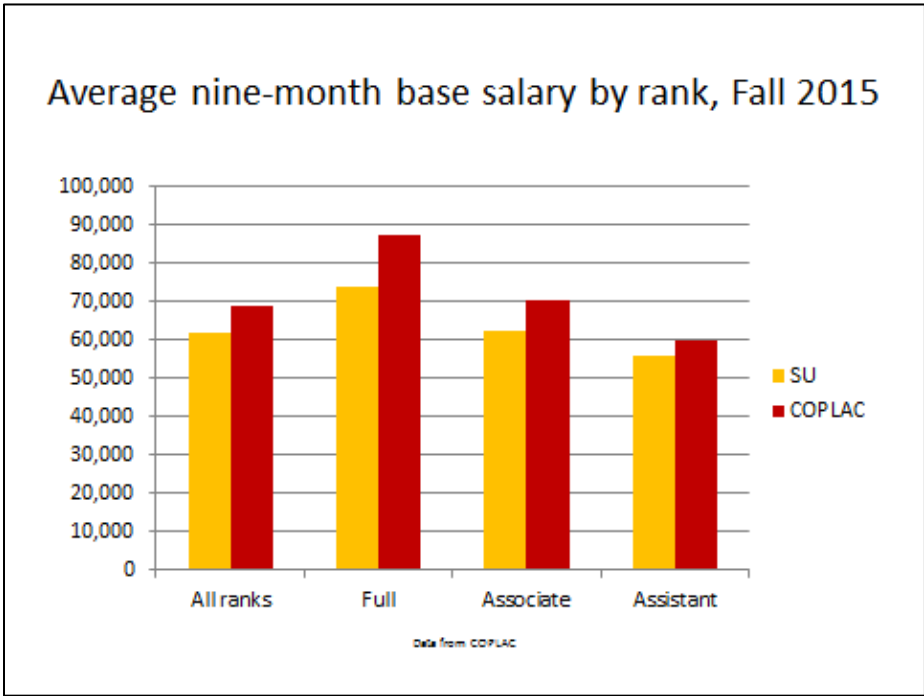


Overall, Student-Faculty ratio at Shepherd is quite close to the COPLAC norm.

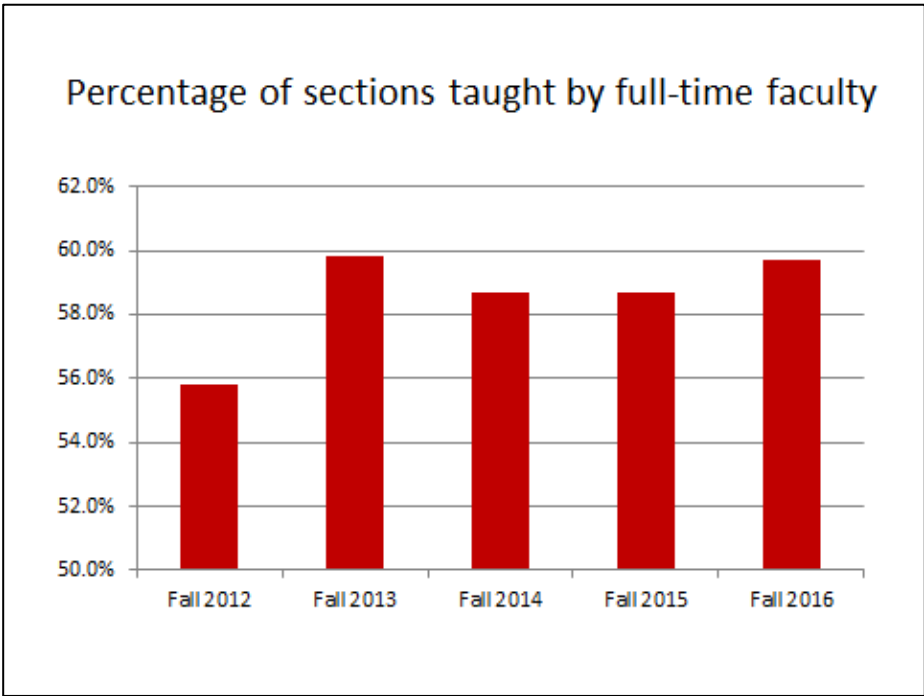
Note: Numbers through Fall 2011 are limited to undergraduate FTE only. Numbers for Fall 2013 and Fall 2014 include graduate students. (This is due to changes in the COPLAC profile.)



The all-ranks average faculty salaries at Shepherd trails the COPLAC average by about ten percent.



This graph dramatically illustrates the salary compression issue. Recent hiring has led to our assistant professors being very close to on par with COPLAC. The gap is larger at the associate level and more pronounced at the full professor level.



Addition of four full-time lecturers and reduction of overall number of adjunct sections has increased the percentage of courses taught by full-time faculty, but still short of our goal of 75%.

Conclusions

- We are near the COPLAC average in size, student-faculty ratio, and ACT composite.
- Graduation rate has improved substantially and now lags behind COPLAC averages by about five percent.
- One-year retention is close to HEPC peers but eight percent below COPLAC norms.
- In response to declining enrollment, SU has reduced the number of sections taught by adjuncts by more than 100 per term (over four years).

Faculty Salary Conclusions

- Salaries lag behind COPLAC averages by about 10% ;
- Compression is a problem; full professors lag COPLAC averages the most (17.9%).

Shepherd University Board of Governors
Report to the Academic Affairs and Student Affairs Committee
November 16, 2016
Agenda Item No. 7-b

INTENT TO PLAN MASTER OF SCIENCE, DATA ANALYTICS AND INFORMATION SYSTEMS

Board of Governors approval is sought to develop a new Master of Science in Data Analytics and Information Systems program. If approved by the Board, the University would submit an Intent to Plan to the Chancellor for approval. The draft Intent to Plan for the Policy Commission is included for a complete description of the rationale for the program. After approval of the Intent to Plan by the Chancellor, the University expects to complete the final program proposal quickly with the hope of implementing the new degree program in Fall 2017.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the development of a Master of Science in Data Analytics and Information Systems and authorizes the President to file an Intent to Plan with the Chancellor of the Higher Education Policy Commission for approval.

Shepherd University

WV-HEPC Series 11 Intent to Plan

Date:	November 2016
Category of Action:	Implementation Plan (Section 5 of Series 11)
Title of Degree:	Master of Science, Data Analytics and Information Systems (M.S., DAIS)
Location:	Shepherd University
Effective Date of proposed action:	Fall 2017
Submission of Full proposal (Implementation Plan):	Spring 2017

Shepherd University

Dr. Mary J.C. Hendrix, President

Dr. Christopher Ames, Provost

Dr. Colleen Nolan, Dean, School of Natural Sciences and Mathematics

Planning Committee and Document Preparation:

Dr. Ralph L. Wojtowicz, Associate Professor, Mathematics

Dr. Weidong Liao, Associate Professor, Computer and Information Sciences

Reza Mirdamadi, Chair, Department of Computer Science, Mathematics and Engineering

Dr. Scott Beard, Associate Provost

Shepherd University, M.S. in Data Analytics and Information Systems

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5.2. A request to develop a plan should indicate the projected date of submission of the full proposal and the projected date of implementation.

Abstract

This document is submitted by Shepherd University in accordance with the West Virginia Higher Education Policy Commission Procedural Rule detailed in *Series 11: Submission of Proposals for Academic Programs and the Monitoring and Discontinuance of Existing Programs* (133CSR11). This document presents an Intent to Plan a comprehensive Master of Science (M.S.) in Data Analytics and Information Systems at Shepherd University.

Introduction

This submission of the Intent to Plan (WV-HEPC 133CSR11) is a comprehensive proposal for the M.S. in Data Analytics and Information Systems degree at Shepherd University. The plan was also submitted for approval at the 16 November 2016 meeting of the Shepherd University Board of Governors. Following approval of the plan by the Board of Governors and by the West Virginia Higher Education Policy Commission (WVHEPC), the University will submit a full proposal (Section 6 of 133CSR11) in spring 2017 and would be poised to begin offering this multi-disciplinary major in the fall semester, 2017.

Section 4 of 133CSR11 specifies the following submission guidelines and timelines applicable to the proposed program.

- §133-11-4.1 Proposals for approval of new academic degree programs required WVHEPC approval.
- §133-11-4.2 Proposals to add new degree programs shall be submitted to the WVHEPC Chancellor at least six months prior to the intended date of implementation.
- §133-11-4.3 Proposals to add majors with a degree program require approval of the appropriate Board of Governors. Newly approved majors should be reported to the Academic Affairs Division in the WVHEPC office.

5.2.a. Educational Objectives

The objective of our proposed 36-credit **M.S. in Data Analytics and Information Systems** program is to develop students who have advanced capacity to derive knowledge from data and to communicate an understanding of that knowledge, and to develop and manage computer information systems that are used in data analytics and other areas. This includes skill in data collection, preparation ('munging'), representation using mathematics, data analysis using custom or developed software, and storage and retrieval. It involves selection

of and processing with appropriate methods, development and analysis of algorithms in a modern distributed and/cloud based computing environment, and implementation in computer programming languages. It requires breadth of knowledge in many domains and depth of knowledge in a particular field. We expect graduates of our program to enjoy long, successful, and productive careers in a fast growing big data mainstream. We anticipate this advanced degree in Data Analytics and Information Systems will connect data scientists with business ventures.

Data Analytics is a multi-disciplinary field of study with significant historical context, modern relevance, and future promise. It is more than a hot new field that will quickly dim, or in the 2009 words of Google's chief economist Hal Varian, "the sexy job of the next ten years" (*The McKinsey Quarterly*, Jan 2009). In order to build a successful and enduring program and to prepare leaders in data analytics, we must understand and communicate its depth.

Information Systems (IS) has been a long-standing field of study ever since computers were adopted in business. IS teaches students how to use information technology to improve business decision making and gain a more competitive edge and strategic advantage over competitors. IS is the enabling component behind Data Analytics. At the undergraduate level, Shepherd University offers fields of study in both Data Analytics and Information Systems, either as a standalone major or as a concentration in Computer Information Sciences (CIS) degree program.

The prospects for long-term growth of the field and sustainability of our proposed program are strong. Major lending institutions such as Bank of America and PNC are building on the infrastructure that they have developed for bi-annual stress tests to enable real-time analysis of financial strength. Others are designing products that use social media data to extend credit to consumers in under-served parts of the world (see "Commonwealth Bank to use TYME to expand in India, China and Vietnam" by J. Evers in *Financial Review*, 11 Feb 2015).

Defense agencies seek to achieve *information dominance* through increased system connectivity and improved automation in data analysis (see *U.S. Navy Information Dominance Roadmap 2013–2028*). Health care organizations, including the Kaiser Foundation and United Health Group, desire to use their multi-petabyte and growing data sets to decrease response times, increase hospital throughput, and improve outcomes (see "Better Health Care Through Data" by K. Pretz in *The Institute*, Sept 2014). A health-care industry vision is to improve patient-specific care by integrating genomic data. In science, opportunities for the future data analyst will arise from major new instruments such as the Large Synoptic Survey Telescope and on a small scale through simple, inexpensive micro-controllers and sensors. The

automobiles that we drive and those that do the driving for us will be a source of new data analysis challenges. The future Internet-of-Things may even include data contributed by our appliances, clothes, and streetlights.

Relationship of Objectives to the Mission of the Institution

“Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.”

Shepherd University’s proposed M.S. in Data Analytics and Information Systems program supports the mission of Shepherd University by providing affordable access to a subject that has significant academic merit, cultural impact, and high economic value regionally, nationally, and globally. This would be the only graduate program in this emerging field in the Eastern Panhandle of West Virginia, and one of the few in the region that includes both data analytics and information sciences.

Governments across the globe act on the conviction that knowledge- and technology-intensive (KTI) economies create well-paying jobs, contribute high-value output, and ensure economic competitiveness. KTI industries are a growing part of the global economy. In 2007, KTI was 29% of the world GDP compared with 26% in 1992. In contrast, the percent of the West Virginia workforce employed in science and engineering dropped from 3.32% in 2004 to 2.80% in 2012. Those percentages were in the fourth quartile nationally (See *Science and Engineering Indicators 2014* published by the National Science Board of the National Science Foundation: <http://www.nsf.gov/statistics/seind14>). Moreover, K–12 student proficiency in science and mathematics lags national averages and the gap tends to widen with grade level. Shepherd University’s proposed data analytics program will contribute to reducing these gaps and enhancing our state’s competitiveness in the 21st century economy.

The M.S. in Data Analytics and Information Systems program supports multiple activities outlined in the Institutional Compact Comprehensive Plans that Shepherd University submitted to the HEPC in November 2014. Strategy 3 of our Career Pathways Comprehensive Plan is to “Maintain and enhance formal partnerships with businesses, non-profit organizations, and other employers.”

Recruiting in the data analytics field is strong. We will seek to leverage our proposed program to attract businesses to campus career fairs, increase internship opportunities, and improve student job search outcomes. These efforts will align well with Strategy 2 of our Critical

Regional Issues Comprehensive Plan to build an educated work force and strengthen collaboration between Shepherd University and potential employers.

Strategies of Shepherd's Graduate Studies Comprehensive Plan include increasing recruitment efforts around international students and expanding graduate degree program offerings. A graduate program in data analytics will be a valuable tool in meeting our international student recruiting goals. The proposed program will also raise our university's profile and help to realize our vision statement:

"Shepherd — a premier liberal arts university. We will be a nationally respected community of learners where passion, purpose, and experience unite to inspire individuals to shape the world. "

Special Features that Make the Institution a Desirable Place to Initiate a Program

The location of Shepherd University is central to a variety of Federal agencies and private industries that require employees with an exposure to critical thinking, data analysis, and advanced problem-solving skills associated with a background in Data Analytics. Building upon the strong foundation of Shepherd's liberal arts education, this is a strong foundation on which to build an integrative, interdisciplinary program in Data Analytics. Shepherd University has a strong institutional commitment to the liberal arts, weaving international perspectives into the institutional fabric and educating students to be articulate, engaged citizens in a global century.

Over the past several years at Shepherd University, we have been building physical infrastructure, faculty capability, course material, and experience in data analytics. This work has been supported through numerous grants including the following:

- 2012. WV-EPSCoR Instrumentation Grant to establish the Shepherd University Laboratory for Big Data Analytics. PI: Dr. R. Wojtowicz.
- 2012. WV-INBRE Predominantly Undergraduate Institutions Research Award to conduct stability analysis of mixed immune-chemotherapy by impulse control. PI: Dr. Q. Wang.
- 2013. Shepherd University Technology Oversight Committee Grant to purchase an additional server for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014. Shepherd University Technology Oversight Committee Grant to provide new workstations for our Big Data Analytics Laboratory. PI: Dr. R. Wojtowicz.
- 2014-2017. WV-INBRE Predominantly Undergraduate Institutions Research Award to research an integrated approach to study the efficacy of cancer immunotherapy. PI: Dr. Q. Wang.

- 2015. NASA WVSGC College Course Development grant to develop a 3 credit hour big data course. PI: Dr. R. Wojtowicz.
- 2015. NASA WVSGC Research Enhancement Award to develop tools for undergraduate activities involving processing of image, video and audio data. PI: Dr. R. Wojtowicz.

Shepherd University faculty have been actively engaged in the data analytics community research activities and teaching graduate courses in IS. These include the following:

- 2013. Dr. Q. Wang. Conference assistant and reviewer: Third International DCDIS Conference on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2015. Dr. Q. Wang. Conference assistant and reviewer: Fourth International DCDIS Conference on Engineering Applications and Computational Algorithms, Guelph, Ontario.
- 2014. Dr. R. Wojtowicz. Research talk on complex system performance given at NASA IV&V Workshop in Morgantown, WV.
- 2014. Dr. R. Wojtowicz. Poster presentation on knowledge management technologies at the Office of Naval Research Focus Area Forum: Data Science for Decision-Making in Support of Naval Tactical Missions.
- 2014. Dr. R. Wojtowicz. Organized and chaired Big Data panel session at Create WV in Glenville, WV.
- 2014. Dr. R. Wojtowicz. Presentation on undergraduate data analytics at the WV Higher Education Technology Conference in Morgantown, WV.
- 2015. Dr. R. Wojtowicz. Poster presentation on Development of an Undergraduate Program in Data Analytics at the Innovation & Entrepreneurship Day at the State Capitol in Charleston.
- 2014. Dr. R. Wojtowicz. Research talk on knowledge management frameworks given at NASA IV&V Workshop in Morgantown, WV.
- 2014–2015. Dr. R. Wojtowicz. Consulting project for Flexible Plan Investments, LLC to develop and analyze statistical models for financial data.
- 2015. Dr. Z. Wang restructured related courses such as CIS 321 Data and File Structures and CIS 324 Artificial Intelligence to meet the need for Data Analytics and Information Systems.
- 2015. Dr. R. Wojtowicz. Consulting project for PNC Bank to support transition of credit loss models from SAS to Hadoop/Spark.
- 2015. Dr. R. Wojtowicz. Invited to participate in the NIST Computational Category Theory Workshop in Gaithersburg, MD.

- 2015. Dr. Weidong Liao, Poster presentation on *A Universal Java API for Extracting Social Network Data* in Morgantown, WV.
- 2015. Dr. Weidong Liao, served as a Local Organizing Committee member in Interface 2015 Conference. The conference focuses on big data and statistics based data analytics.
- 2012- 2015 Dr. Weidong Liao and Dr. Osman Guzide have taught MBA 581: Web Programming; MBA 582: Management Information Systems; MBA 588: Database Management Systems; MBA 580 - Introduction to Networking.

During this same period, Shepherd University faculty have been actively engaged in developing Data Analytics and Information Systems courses and course content and integrating this material into the curriculum. Activities include:

- Big Data course has been created through a grant from the WV NASA Space Grant Consortium. Course texts will include *Mining of Massive Datasets* by Leskovec, Rajaraman, and Ullman (www.mmms.org). The course will be held in our Laboratory for Big Data Analytics.
- Redesigned MATH 354 Operations Research. The course is held in our Laboratory for Big Data Analytics. Students use the Python programming language daily in and out of class to implement and experiment with optimization algorithms.

5.2.b. Brief Description of Program and Program Objectives

The proposed M.S. in Data Analytics and Information Systems program is designed to be a 36-credit graduate program. Its curriculum will consist of:

- A core set of data analytics courses (12 credits).
- A core set of information systems courses (12 credits).
- Elective courses including applied research projects in the area and internships (12 credits).

The proposed curriculum for the proposed degree program is outlined in Appendix A.

5.2.c. The Institution will assure high quality standards for the program and maintain a continuing assessment of quality.

Shepherd University has made progress in the development of graduate education and culture over the last decade. We have added new graduate programs, instructional delivery

models, and support services that ensure success of our adult learners. Our faculty are dedicated to quality teaching, with small class sizes, using a variety of education resources that enhance face-to-face instruction and accessible advising. Additionally, as Shepherd pursues accreditation with the Accreditation Board for Engineering and Technology (ABET), both the undergraduate and the proposed graduate program in Data Analytics would be included in the fields considered for initial accreditation. In anticipation of seeking accreditation, the curriculum has been developed to address ABET standards. It should be noted that many of the items required for initial accreditation are similar to those required for the WV-HEPC Series 11 documents. These include mission, program and student outcomes, facility requirements and faculty qualifications.

Assessment

The M.S. in Data Analytics and Information Systems program will follow and adhere to Shepherd University guidelines for programmatic and course assessment. For more than 15 years, Shepherd has cultivated a culture of assessment, with assessment occurring at multiple levels throughout the institution, not only in academic programs, but also in administrative and other support units.

Like other Shepherd programs, the proposed graduate program in Data Analytics and Information Systems will utilize the WEAVE online assessment and planning management system. Students will evaluate courses regularly through the process outlined in the faculty handbook. Instructors will offer ongoing formal and informal input to the review and planning processes. Knowledge and skills-based outcomes will be assessed by examinations, quizzes, projects, research papers, writing assignments, self-assessment surveys, and oral presentations and discussions. The program will be evaluated on the basis of overarching institutional LEAP goals and outcomes of the Association of American Colleges and Universities (AAC&U), learning outcomes set by program faculty, and ABET accreditation standards. As part of measuring key performance indicators, the program faculty will work with the Office of Alumni Affairs and the Center for Teaching and Learning in tracking graduate success.

Program Review

Shepherd University ensures the quality of its academic programs, its faculty, and curricula through regular assessment in cyclical program reviews. The M.S. in Data Analytics and Information Systems will be subject to five-year programmatic review under the established requirements of the state and the institution. Assessment data is regularly collected and reported to the Center for Teaching and Learning as a part of our internal review process. The five-year review requires both internal self-review and external review by a qualified

professional. These documents, in turn, are reviewed by the campus Program Review Committee, Provost, and Board of Governors.

The proposed graduate program will also be evaluated at intervals along with other university programs by Shepherd University graduate studies' regional accreditor.

5.2.d. Other Institutions Offering Similar Programs

Nationally, regionally, and within our state, graduate degree programs or certificate programs in Data Analytics and Information Systems are being developed gradually. Shepherd University would offer the best opportunity for IT professionals in Eastern Panhandle and the quad-state area to pursue a graduate degree in Data Analytics and Information Systems at a public liberal arts institution, coupled with a reasonable rate of tuition.

West Virginia Institutions

West Virginia University offers a 12-month online graduate program in Business Data Analytics, which focuses on analyzing business data while our proposed program spans from data analytics and its supporting information technology.

Regional Institutions

The following degree programs in Analytics are focused on Business.

- American University offers a M.S. in Business Analytics (<http://www.american.edu/kogod/graduate/MS-ANLT.cfm>). George Washington University School of Business offers a M.S. in Business Analytics (<http://business.gwu.edu/programs/specialized-masters/m-s-in-business-analytics/>)
- Johns Hopkins University offers a M.S. in Information Systems program, which includes statistical analysis and decision models in its Business Foundations component (<http://carey.jhu.edu/academics/master-of-science/ms-in-information-systems/>).
- The University of Maryland offers an M.S. degree in Marketing Analytics (www.rhsmith.umd.edu/ms/analytics).

Two institutions offer a Master in Analytics that are similarly science based; however, Shepherd offers a more affordable option for in-state students and competitive tuition for out-of-state students. Shepherd's program is unique in its ability to also include information systems in conjunction with data analytics.

- Georgetown University offers a M.S. with a concentration in Data Science (<http://analytics.georgetown.edu>)
- University of Maryland University College offers an online M.S. in Data Analytics (<http://umuc.edu/academic-programs/masters-degrees/data-analytics.cfm>).

5.2.e. Statement of societal, occupational, research, or public service needs that will be met, as well as anticipated student demand for the program, societal, occupational, research, or public service needs

By establishing Shepherd University as a leader for students seeking a high-quality, data analytics education, we will raise the profile of our university and, arguably, our state. The job market in the IT and Data Analytics field has been quite strong. According to the Dice.com 2015 Salary Survey (<http://marketing.dice.com/pdf/DiceTechSalarySurvey2015.pdf>), seven out of the top ten highest paying tech skills are big data analytics tools. These include Hadoop, MapReduce, Cassandra, Cloudera, HBase, Pig, and Flume all with average salaries above \$120K. According to this survey, the median 2014 salary for data engineers was \$95K. These opportunities are not just Silicon Valley jobs. High tech salaries in Pittsburgh rose almost 17% from 2014 to 2015 and the Baltimore/Washington region was ranked third nationally. We anticipate that successful graduates of our program will readily find high-quality employment in diverse sectors, including, finance, engineering, business, medicine, energy, and government.

Societal, Occupational, Research or Public Service Needs

The Eastern Panhandle has experienced notable population growth in the past decade. That growth has generated a demand for more degree options. Governmental agencies, small businesses, and multi-national corporations seek broadly-educated, articulate, and technologically-astute employees. SkyTruth, located here in Shepherdstown, has employed several of our students. It is a non-profit with strong data analysis capabilities. Proctor & Gamble, Macy's, the National Institutes of Health, and major defense contractors are a growing part of our regional economy. A workforce with advanced data analytics skills will support this growth.

Anticipated Student Demand

The proposed M.S. in Data Analytics and Information Systems program is a rich blend of practical software engineering, mature mathematical theory, basic and applied science, and even popular culture. The School of Natural Sciences and Mathematics has an established Computer Programming and Information Systems concentration in its CIS major and a

recently developed Bachelor of Science in Data Analytics program. We are confident that student demand is more than sufficient to build and sustain our proposed program. With Hadoop gaining more acceptances in business and enterprise community, we see more demand from end users.

5.2.f. Additional Resources Needed to Offer the Program

Subject to the required approvals, our projected date of implementation of this new graduate program is August 2017. Our plan for the Data Analytics and Information Systems degree is to utilize courses offered on the Shepherd University campus.

Faculty

To start the program, faculty will teach a mixed load of undergraduate and graduate courses as part of their teaching assignments. Once implemented, the successful offering of Shepherd's proposed graduate program will require one additional full-time faculty member to prevent the assignment of overloads, as well as the hiring of additional and qualified adjunct faculty to cover courses at the undergraduate and/or graduate levels.

Working with President Hendrix, the Provost, Deans Council and Executive Leadership, the institution is currently exploring the implementation of new programs at the undergraduate and graduate levels to meet the needs of the communities it serves. In the process, a ProForma is being developed to address resources needed to implement and sustain new programs as it relates to new income streams and reallocation of current fiscal and human resources. The ProForma process has also been used in the past to address new hires required for these innovative academic programs.

Facilities

Courses for the M.S. in Data Analytics and Information Systems program will be taught in venues across campus. Classrooms vary in capacity and all are technologically outfitted with computer projection systems and web access. The program will use the Laboratory for Big Data Analytics located in 310 Stutzman-Slonaker, our Laboratory of Genomic Bioinformatics located in 312 Stutzman-Slonaker Hall, and the Laboratory for Genomic Diversity in Room 306 of Stutzman-Slonaker. Both the Big Data lab the Bioinformatics lab are equipped with multiple Linux servers and work-stations, dedicated internet access that students and faculty can access remotely via ssh, and a wide range of software including the R environment for statistical computing, the Python programming language with the scipy scientific packages, Apache Hadoop (with Hive, Spark, Cassandra, HBase, Mahout, Mahout, Pig and ZooKeeper), PostgreSQL, Octave, Java and C/C++ compilers, and visualization tools such as Bokeh and D3.

The Geneious bioinformatics platform is available in the Laboratory of Genomic Bioinformatics. While space is at a premium on the Shepherd campus, the program can be offered without new construction and without any significant increases in class size.

Library

The Scarborough Library at Shepherd University houses a sizable collection of books, journals, and assorted publications on international issues. The online digital library is licensed for group membership so that students and faculty have easy access to relevant publications while in the library as well as remotely. Users have access to thousands of full-text journals from over 50 databases, including subscription databases such as LexisNexis and JSTOR. The Federal Depository Library Program is easily accessible and offers a wealth of material online on international topics. The library assesses no fees for online searching or for its interlibrary loan services.

Professional librarians are available to assist faculty and students about 56 hours a week. Librarians teach a one-credit course, "Research Methods and Information Retrieval," and there are regularly scheduled tours, workshops, and orientation sessions for those who need assistance in utilizing the library's materials. Librarians offer tailored information literacy skills class sessions that focus on using the library's databases for research assignments. These sessions are held in the library's instruction lab enabling students to develop their online searching skills with the assistance of a librarian. The library is normally open 86 hours per week during the fall and spring semesters and has a computer-equipped work room open 24 hours a day. The reference section of the library is typically open 56 hours weekly during the regular academic year. At present there are 33 reference lab computers and 8 public computers on the main floor of the library. The 24-hour room has 8 computers, the instruction lab 24, the third floor 10, and 38 are available for checkout.

Library staff includes the following, many of whom hold specialized credentials:

- Dean (Faculty Librarian);
- Four additional Faculty Librarians;
- One Staff Librarian (Archives);
- One part-time Staff Reference Librarian;
- One professionally credentialed Librarian in a paraprofessional position;
One other FT paraprofessional;
- Two part-time PT paraprofessionals;
- One IT Assistant;
- Approximately 3.5 FTE of work-study student employees.

5.2.g. Instructional Delivery Methodologies to Deliver the Program

Courses in the proposed program will be delivered primarily in traditional face-to-face settings. Some hybrid and online formats for instructional delivery may be utilized as the program develops. Instructional methods will include, but are not be limited to lectures, case studies, online simulations, and various types of experiential learning such as internships, service learning projects, and study abroad opportunities.

Summary

Science, technology, business, crime, governance, recreation, and our private lives are all impacted by society's increasing capacity to generate, store, and transmit digital data. Data analytics and its supporting information systems codify the theory, methods and tools for deriving knowledge and meaning from that data. Through our research, external grants, and course development activities over the past several years, Shepherd University is well-positioned to develop a pivotal, successful and viable graduate program in Data Analytics and Information Systems. The proposed curricular framework will support the program through the efforts of dedicated faculty and energetic students, as well as targeted marketing and recruiting. A successful new graduate program in Data Analytics and Information Systems at Shepherd University will have an enduring, positive impact on our students, our region, and our state.



Appendix A: Curriculum

Shepherd University

Curriculum for Master of Data Analytics and Information Systems

Proposed Curriculum

The program in Data Analytics and Information Systems covers interdisciplinary subjects ranging from statistical analysis and big data analytics, to information systems, which data analytics is based upon. Students also have opportunities to conduct research projects with their mentoring Professors or internship projects to gain real-world experiences.

Program Requirements..... 36 Hours

Data Science Requirements12 Hours*

- DATA 509 Statistical Analysis (3)
- DATA 510 Mathematical Modeling (3)
- DATA 512 Operations Research (3)
- DATA 518 Big Data Analytics (3)
- BIOL 507 Genomics and Bioinformatics (3)

**Students choose from the above selection of classes. Students may also choose with their academic advisor special topics classes, which are designated 599 in the subject area.*

Information Systems Requirements.....12 Hours*

- IS 580 Introduction to Networking (3)
- IS 581 Web Programming (3)
- IS 582 Management Information Systems (3)
- IS 584 Artificial Intelligence (3)

** Students may also choose with their academic advisor special topics classes, which are designated 599 in the subject area.*

Elective Courses12 Hours*

- IS 583 E-Commerce (3)
- IS 585 Information Security (3)

- IS 588 Database Management System (3)
- IS 599 Special Topics in Information Systems (3)
- DATA 590 Applied Research Project and Capstone (3-6)
- DATA 591 Internship (3-6)
- DATA 599 Special Topics in Data Analytics (3)
- BIOL 501 Evolution (3)
- BIOL 599 Special Topics in Biology (3)

**Students choose from the above selection of classes. Students may also choose with their advisor special topics classes, which are designated 599 in the subject area.*

INSTITUTIONAL COMPACT UPDATE

Introduction

The following pages represent an update of 2015-2016 activities and assessments in support of strategies contained in Shepherd University's Comprehensive Plans developed for the 2013-2018 Institutional Compact.

In constructing its comprehensive plans that support institutional targets for 2013-2018 and in support of the West Virginia Higher Education Policy Commission's master plan for higher education, *Leading the Way*, Shepherd sought input and involvement from a variety of internal and external stakeholders. These included students, faculty, staff and administrators, as well as the inclusion of or consultation with community members such as mayors, visitor boards, regional planning boards, elected officials, etc.

The development of the comprehensive plans, strategies, and activities for its compact allows Shepherd to weave together priorities and outcomes detailed in other institutional planning document.

To promote transparency and participation surrounding Shepherd's institutional compact, web pages were created for Shepherd's Compact process and updates: <http://www.shepherd.edu/compact/>

Team leaders for the planning groups, as well as stakeholders in academic and administrative units such as the Center for Teaching and Learning, Office of Financial Aid, Office of Admissions, Division of Student Affairs, Division of Graduate Studies, various academic departments and the Office of Institutional Research contributed greatly to gathering the data for the 2015-2016 update.

Summary of 2015-2016 Results and Updates

Shepherd continues to make progress in many target areas of the compact, despite declining enrollment. The statewide metrics, found on the "Metric Update Form," are key performance indicators for both the institution and the state.

Enrollment

The decrease in overall headcount Shepherd experienced in 2015-2016 is also reflected in the segmented or specialized reporting areas of enrollment. While the previous year's decline was approximately 4%, this year's decrease is slightly lower at 3.32%. An exception is the underrepresented racial/ethnic group headcount, which has increased by 6.62%, despite an overall decrease in enrollment noted above. As a percentage of the overall headcount, the percentage of students categorized as low-income and adult students remains approximately 30% of overall headcount, which is similar to the enrollment profile for the state as a whole.

Fall Headcount Enrollment Shepherd University



Developmental Education

While Shepherd does not offer developmental education, it does track the success rate of students in its stretch-model English and math courses. The higher six-year graduation rates for this population (approximately 65%), indicates that students who are supported and are much more likely to be successful in relation to degree attainment.

Retention

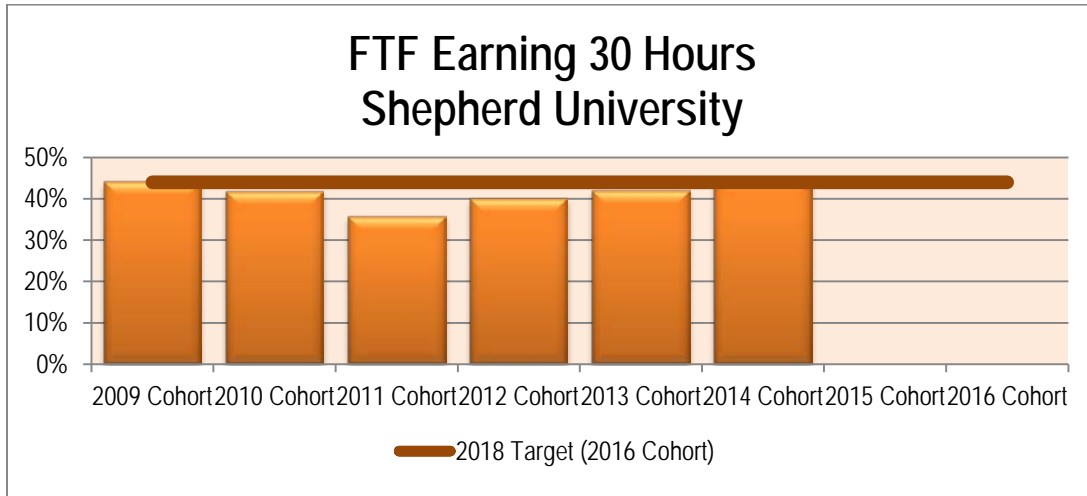
In the area of retention, trend data indicates that there has been an overall drop in Shepherd's retention rate of approximately 1%. The percentages vary among the segmented student populations, but mostly indicate a drop in retention, with the exception of transfer and adult students, which showed larger increases. A major effort in this area has been the formation of the Retention Intervention Team (RIT) and the use of new software from CampusLabs, such as the Beacon Early Alert System and RamPulse.

Retention - FTFTF Shepherd University



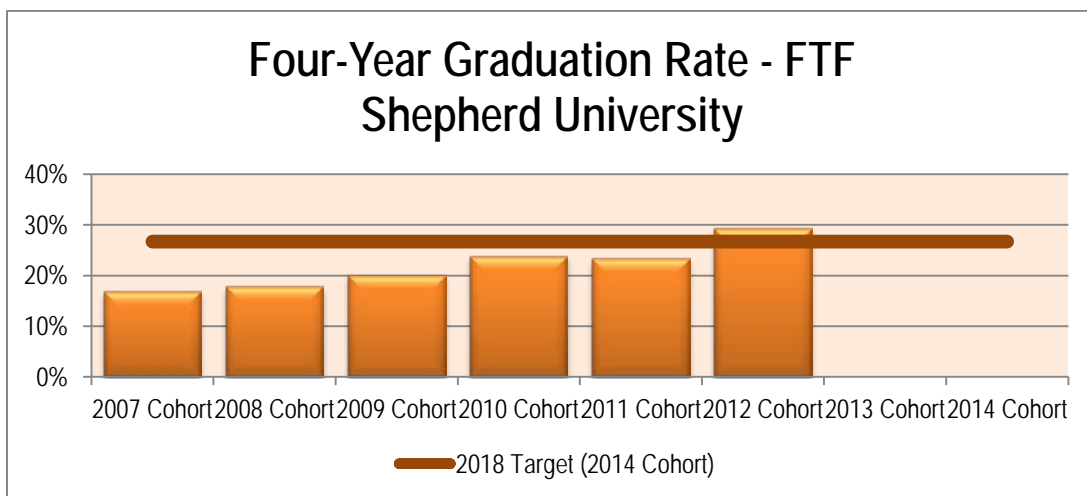
Progress Toward Degree Completion

Data demonstrated a small increase (around 3%) in progress towards degree completion for first-time freshmen earning at least 30 hours. There continue to be new hires and reallocation of staff duties in Enrollment Management to better serve all segments of our student population. Increased emphasis on quality advising through training of new full- and part-time faculty, as well as professional advisement staff and graduate assistants in the Academic Advisement Center, have allowed more contact with students needing assistance in navigating the freshmen year at Shepherd.

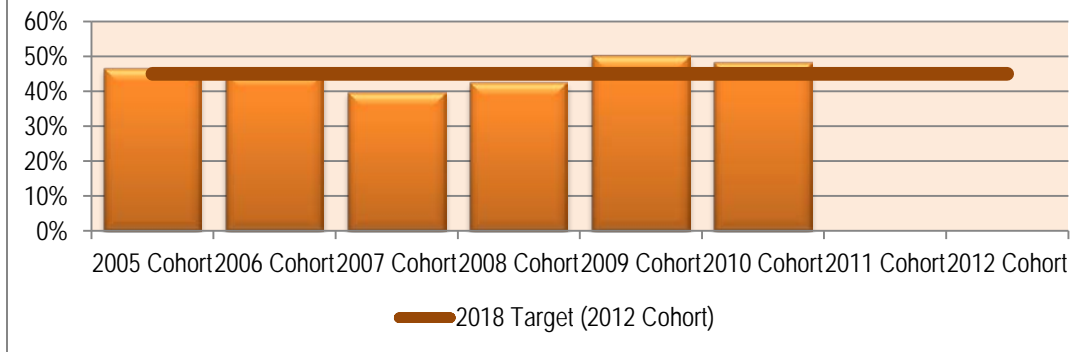


Graduation Rates

With the increase in progress towards degree completion, we are also seeing increases in the four-year graduation rates. With the exception of transfer students, where there was a slight drop of around 3%, four-year graduation rates increased amongst the segmented student populations. The slight drop (less than 2% on average) in six-year graduation rates amongst the same demographics would seem to indicate the importance of ensuring students complete their degrees in four years.



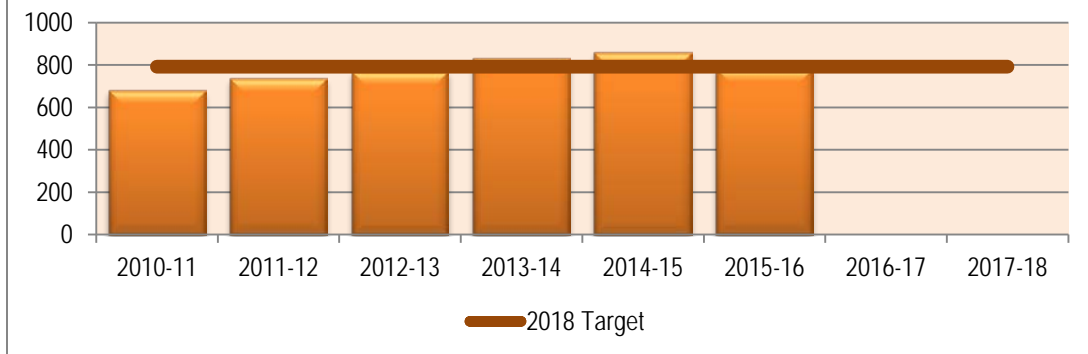
Six-Year Graduation Rate - FTF Shepherd University



Degrees Awarded

For the previous three reporting years, the total number of degrees awarded continued to climb well past our 2018 compact target, the result of the curricular reform process implemented in 2011. This included revision of our core (general studies curriculum), along with the movement of all majors to 120 credits. With a Fall headcount drop of 10.7% from 2011-2016 (4,434 to 3,956), we expect the overall number of degrees awarded to eventually decline, but to stay on pace with our target for 2018. The overall decrease from the previous year is 8.82%; however, looking at the average over this five-year period (797.2), we are well within range of achieving our compact target for 2018. One targeted data point in the area of health degrees awarded continues to climb, moving from 51 to 80 annually from 2011-2016.

Degrees Awarded Shepherd University



Student Loan Default Rate

Through the outreach and financial literacy efforts of Shepherd's Office of Financial Aid, the three-year Cohort Default Rate (CDR) for 2013 remains below 10%. While there was technically a 25% increase (7.6 to 9.5%), Shepherd has maintained CDR rates over the last several years that have remained well below the CDR rates for West Virginia (16.2% for the 2013 cohort) and the national average for four-year+ institutions of 11.3%.

Research and Development

Over the past year, Shepherd University faculty and staff have secured over \$99,000 in research grants and contracts, as determined by the WV-HEPC. This amount has a tendency to vary widely on an annual basis, depending upon the focus of the grants submitted. During the past year, 16 grants ranging in size from \$3,000 to \$1.1M were awarded to Shepherd University. The total amount of grant dollars received annually continues to exceed \$1M annually. Shepherd's faculty continue to demonstrate a sustained commitment and record of scholarship outcomes in the elective reporting area of peer-reviewed publications.

New Elements

With the inauguration of President Mary J.C. Hendrix, new initiatives are in development to enhance external funding, as well as help to transform the economy of the state and region we serve. Shepherd University is poised to establish the physical space and the collaborative environment that will lead to economic transformation for this region and for the state of West Virginia. Establishing the Center for Regional Innovation (CRI) will unite and empower the people and ideas of our region for a future of opportunity and growth. We will utilize the CRI as a reporting element for partnerships, new technology, patents issued and start-up companies created.

Student Access							Formal
	2011-12	2012-13	2013-14	2014-15	2015-16	2018 Target	(2017-18 Data)
Enrollment							
Fall Headcount	4,434	4,446	4,256	4,092	3,956	4,696	
In-State	2,652	2,664	2,547	2,476	2,391	NA	
Out-of-State	1,782	1,782	1,709	1,616	1,565	NA	
Annualized FTE	3,864	3,810	3,685	3,486	3,325	3,847	
In-State	2,381	2,346	2,270	2,173	2,080	NA	
Out-of-State	1,483	1,464	1,415	1,313	1,246	NA	
Fall First-Time Freshmen Headcount	796	756	684	643	638	798	
In-State	466	467	444	392	390	NA	
Out-of-State	330	289	240	251	248	NA	
Fall Low-Income Student Headcount*	1,422	1,373	1,331	1,246	1,182	1,503	
Fall Underrepresented Racial/Ethnic Group Total	465	463	481	498	531	487	
American Indian	35	28	23	26	21	NA	
Black	289	302	333	323	339	NA	
Hispanic	123	118	109	111	104	NA	
Multi Racial	15	9	10	35	63	NA	
Native Hawaiian/Pacific Islander	3	6	6	3	4	NA	
Fall Adult (25+) Headcount	1,167	1,126	1,030	955	893	1,188	

* Data to be provided by institution.

Student Success							
	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort		Formal 2018 Target 2016 Cohort
Developmental Education Outcomes							
Students Passing Developmental Courses							
Math							NA
English							NA
Developmental Students Passing College-Level Course							
Math							NA
English							NA
Retention							
Full-Time, First-Time Freshmen	72.6%	67.6%	74.3%	72.9%	71.8%		77.0%
In-State	76.7%	70.6%	78.4%	76.9%	78.7%		NA
Out-of-State	66.7%	63.6%	67.8%	65.7%	61.2%		NA
Part-time, First-Time Freshmen	70.0%	54.6%	22.2%	62.5%	50.0%		65.6%
Low-Income First-Time Freshmen	74.0%	62.8%	66.4%	63.3%	67.9%		70.0%
Returning Adults	75.6%	62.9%	59.3%	55.8%	71.4%		72.0%
Transfer Students	71.7%	72.5%	71.4%	72.6%	75.9%		74.0%
Underrepresented Racial/Ethnic Group Total	67.0%	49.0%	64.5%	63.7%	60.0%		67.0%
Progress Toward Degree							
First-Time Freshmen Earning 30 Hours	41.8%	35.8%	40.2%	42.0%	44.8%		44.0%
In-State	44.4%	38.6%	44.8%	46.8%	48.7%		NA
Out-of-State	38.0%	31.8%	32.9%	32.9%	38.6%		NA
Four-Year Graduation Rate	<i>Cohort Years:</i>	2008	2009	2010	2011	2012	2014 Cohort
First-Time Freshmen		17.9%	20.2%	23.9%	23.4%	29.5%	26.7%
In-State		20.3%	21.8%	25.1%	24.0%	30.3%	NA
Out-of-State		14.6%	17.5%	22.1%	22.4%	28.0%	NA
Low-Income First-Time Freshmen		14.5%	15.5%	18.7%	18.0%	22.5%	20.0%
Returning Adults		51.1%	36.4%	34.2%	34.3%	37.0%	43.0%
Transfer Students		47.3%	47.1%	47.6%	50.1%	47.0%	50.0%
Underrepresented Racial/Ethnic Group Total		8.8%	15.8%	9.8%	8.3%	14.0%	24.0%
Six-Year Graduation Rate	<i>Cohort Years:</i>	2006	2007	2008	2009	2010	2012 Cohort
First-Time Freshmen		45.2%	39.8%	42.6%	50.2%	48.3%	45.0%
In-State		44.0%	46.4%	47.3%	52.5%	50.2%	NA
Out-of-State		46.5%	30.5%	35.9%	46.4%	45.5%	NA
Low-Income First-Time Freshmen		35.5%	36.1%	34.9%	44.0%	39.6%	40.0%
Returning Adults		52.8%	54.4%	55.6%	47.3%	36.6%	65.0%
Transfer Students		53.8%	56.5%	55.4%	56.9%	56.0%	55.8%
Underrepresented Racial/Ethnic Group Total		23.5%	33.8%	26.5%	45.6%	31.7%	33.0%

Impact							Formal 2018 Target (2017-18 Data)
	2011-12	2012-13	2013-14	2014-15	2015-16		
Degrees Awarded	738	770	832	861	785	792	
Associate's							
Bachelor's	675	714	762	790	722		
Master's	63	56	70	71	63		
Doctorate							
STEM	120	122	140	118	138	132	
Associate's						NA	
Bachelor's	120	122	140	118	138	NA	
Master's						NA	
Doctorate						NA	
STEM Education*	3	0	2	13	4	10	
Health	51	63	71	75	80	65	
Associate's						NA	
Bachelor's	51	63	71	75	80	NA	
Master's						NA	
Doctorate						NA	
Federal Student Loan Cohort							
Default Rate <i>Cohort Years:</i>	2009	2010	2011	2012	2013	2015 Cohort	
Three-Year Rate	6.8%	10.7%	11.4%	7.6%	9.5%	12.0%	
Research and Development	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2018 Data	
Research grants & contracts*	\$45,743	\$45,697	\$148,001	\$150,224	\$99,184	46,955	
Licensure Income*							
Peer-Reviewed Publications*				71	87	10	
						Total FY2014 to FY 2018	
Start-up Companies*							
Patents Issued*							

* Data to be provided by institution.

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Compact Metric Update Instructions

1. For each metric grouping below, provide a brief overview of current data trends. Why might the data be trending this way? Is there a relevant connection between implementation of a Compact strategy or activity to the trends observed in these metrics? It is not necessary to address each metric within a metric grouping individually. Instead, provide a broad summary that encompasses general trends within the metrics collectively and, where appropriate, highlight significant accomplishments related to specific metrics.
2. Updated data submissions are required for some metrics. Fields are provided for those submissions.
3. Instructions for saving the completed form are provided at the end of the document.
4. The institutional Compact coordinator should submit the completed form as an email attachment to:

Access.

Enrollment

Fall Headcount | Annualized FTE | Fall First-Time Freshmen Headcount
Fall Low-Income Student Headcount | Fall Underrepresented Racial/Ethnic Group Total | Fall Adult (25+

Summary of Enrollment Trends:

The decrease in overall headcount Shepherd experienced in 2015-2016 is also reflected in the segmented or specialized reporting populations of headcount. While the previous year's decline was approximately 4%, this year's decrease is slightly lower at 3.32%. An exception is the underrepresented racial/ethnic group headcount, which has increased by 6.62%, despite an overall decrease in enrollment noted above. The percentage of our headcount represented by this population now stands at 13.42%, reflecting Shepherd's proximity to the Baltimore/Washington metropolitan area. The percentage of out-of-state students remains consistent and is an important segment of Shepherd's total enrollment, representing approximately 40% of overall headcount.

Targeted recruitment in areas that may attract more diverse populations of students, especially attending national fairs (NACAC) in Washington, DC and Prince Georges County (MD), along with continuous evaluation and realignment of the high-school visit schedule ensures that admissions counselors travel to high schools with diverse populations have led to increased enrollments in the racial/ethnic group headcount. Because of its location, Shepherd has historically had a higher percentage of out-of-state students when compared to other institutions in the state. This diversity is also reflected in the diversity of the Enrollment Management admissions counselors and support staff.

With over 90% of our students receiving some type of financial aid, Shepherd's low-income student population is identified by those students receiving federal Pell Grants. For 2015-2016, there were 1,182 of these students, representing a drop of 5.1% over the previous year, which is slightly higher than our overall drop in fall headcount of 3.62% (4,092 to 3,956). As a percentage of the overall headcount, the percentage of students categorized as low-income remains approximately 30% of overall headcount, which is similar to the enrollment profile for the state as a whole.

Fall Low-Income Student Headcount

1182

Success.

Developmental Education

Students Passing Developmental Mathematics | Students Passing Developmental English
Developmental Students Passing College Mathematics | Developmental Students Passing College English

Summary of Developmental Education Trends:

While Shepherd does not offer developmental education, it does track the success rate of students in its stretch-model English and math courses. The outcomes for those classes are the following:

For the 2015 -2016 Academic Year, pass rates for the English and Math 101 A and 101 B courses are listed below. There is also a comparison to results over the past eight years.

Math 101A Fall 2015: Initial enrollment: 319 students.
About 51% of those who completed the course passed. This rate is lower than the previous couple of semesters, it is also lower than the 71% average for pass rate for fall Math 101A (8-year average). During this period, pass rates for Fall 101A have fluctuated from 51% to 74%.

Math 101B Spring 2016: Initial enrollment: 202 students.
71% of those who completed the course passed. The course has had lower success rates, 71% is lower than the 75% average pass rate for spring Math 101B (8-year average). During this period, pass rates for Spring 101A have fluctuated from 64% to 88%.

English 101A Fall 2015: Initial enrollment: 113 students.
82% of those students who completed the course passed. This rate is the same as the previous fall.

English 101B Spring 2016: Initial enrollment: 92 students.
82% of those who completed the course passed. This rate is higher than the average 80% passing in previous two spring terms.

Retention

Full-Time, First Time Freshmen | Part-time Freshmen | Low-Income First-Time Freshmen
Returning Adults | Transfer Students | Underrepresented Racial/Ethnic Group Total

Summary of Retention Trends:

In the area of retention, trend data indicates that there has been an overall drop in Shepherd's retention rate of approximately 1%. The percentages vary among the segmented student populations, but mostly indicate a drop in retention, with the exception of transfer and adult students, which showed larger increases.

In spring 2015, the Retention Intervention Team (RIT), was developed to include stakeholders from student affairs, faculty, students and enrollment management. A shift in focus is the assignment of accountability for every student to an intervention team member. These team members will reach out to students during key points of the year, such as, during the advisement and registration period and if a student is at risk for their classes being dropped for non-payment. Another new initiative has been to give brief presentations to all the academic schools about Beacon and RamPulse. This software program is currently the means by which faculty identify students at risk. As part of the package from CampusLabs, it also contains RamPulse, an events software and application (app). This program was rolled out to students, who are the main target audience in 2014. RamPulse allows Shepherd to track student engagement over an extended period of time. Beacon is a retention-software tool software that enables the institution to assess student survey responses (SSI) in a number of cognitive areas, in addition to the "normal" demographic areas that might cause a student to be at risk. This allows Shepherd to gauge its data based on a national norm. In helping students navigate the campus system, Beacon has been a tool which creates a success team for students, comprised of faculty, staff, advisors, and the Retention Interventions Team members. The students' success network will reach out when an alert has been reported, signifying the student may be at risk for positive academic performance. After students take the Student Strength Inventory, they are flagged and the success network is notified of possible triggers to being unsuccessful. As an example, a student would be flagged if they answered that they plan to work more than 25 hours per week, which statistics have demonstrated this factor may lead them to be unsuccessful during their higher education career. Based on these triggers, the network can reach out, providing students with the information to guide them down a path of success.

Success.

Progress Toward Degree

First-Time Freshmen Earning 30 Hours

Summary of Progress Toward Degree Trends:

Data demonstrated a small increase (around 3%) in progress towards degree completion for first-time freshmen earning at least 30 hours. There continue to be new hires and reallocation of staff duties in Enrollment Management to better serve all segments of our student population. There have also been additional training sessions on banner and use of the Hobsons communication system, along with the ongoing development of communications plans, and an overall revised strategic enrollment plan. Efforts also include celebrating admitted students, and increased access to faculty advisors early in the admissions process that have helped establish stronger ties for this population of students, not only to the institution, but also to individual programs and academic departments.

Increased emphasis on quality advising through training of new full- and part-time faculty, as well as professional advisement staff and graduate assistants in the Academic Advisement Center, have allowed more contact with students needing assistance in navigating the freshmen year at Shepherd. We have seen more evaluation of academic advising through the survey administered by the advisement center (see comprehensive plans). Beyond the freshman year, challenges continue around additional support in the sophomore and junior years that are crucial in increasing retention and completion rates for the institution.

Graduation Rates

Four- and Six-Year Graduation Rates for:

First-Time Freshmen | Low-Income First-Time Freshmen | Returning Adults | Transfer Students
Underrepresented Racial/Ethnic Groups

Summary of Graduation Rates Trends:

With the increase in progress towards degree completion, we are also seeing increases in the four-year graduation rates. With the exception of transfer students, where there was a slight drop of around 3%, four-year graduation rates increased amongst the segmented student populations. The slight drop (less than 2% on average) in six-year graduation rates amongst the same demographics would seem to indicate the importance of ensuring students complete their degrees in four years. The most significant drop in these rates occurred in the underrepresented racial/ethnic group total (45.5% to 31.7%); however, since this is a smaller group of students in terms of headcount, the percentages do tend to fluctuate more widely on an annual basis.

Efforts in this area include increased usage of academic support services through the Center for Teaching and Learning, as well as the impact of increased retention of students through Shepherd's TRiO Student Support Services program. This federal student success initiative was re-funded for \$1.1M for a period of five years in August 2015. Staff members of the TRiO program include a director, Academic Retention Specialists (2), Graduate Assistant Academic Advisors (2), and an administrative assistant.

The continued attention to curriculum through the program review process and the number of course options available in Shepherd's core curriculum allows students very clear paths and checklists to monitor their progress towards graduation. This increased curricular flexibility is a major factor in facilitating degree attainment. Reference Link: <http://www.shepherd.edu/core-curriculum/core-curriculum-checklists>

Focusing on adult learners, enrollment figures continue to be strong for the RBA programs both on the Shepherdstown campus and through the Martinsburg Center. Additionally, some graduate programs make significant use of part-of-term or compressed format, and alternative instructional delivery like hybrid and online courses, allowing students to complete programs like the MBA in a calendar year.

Impact.

Degrees Awarded

Associate's | Bachelor's | Master's | Doctorate | STEM | STEM Education | Health

Summary of Degrees Awarded Trends:

For the previous three reporting years, the total number of degrees awarded continued to climb well past our 2018 compact target, the ongoing result of the curricular reform process implemented in 2011. This included revision of our core (general studies) curriculum, along with the movement of all academic majors to 120 credits. With a fall headcount drop of 10.7% from 2011-2016 (4,434 to 3,956), we expect the overall number of degrees awarded to eventually decline, but to stay on pace with our compact target for 2018. The overall decrease from the previous year is 8.82%; however, looking at the average over this five-year period (797.2), we are well within range of achieving our target for 2018.

HEALTH: Nursing continues to be one of the largest undergraduate programs, and currently with the ability to admit 60 students for each cohort (fall and spring), we expect this number health degrees to continue to climb. This includes future graduate starting in August 2018 from the DNP program. The increase in degrees awarded is 6.66% over the previous year.

STEM: For 2015-2016, specialization area coordinators have worked to revise the content area course requirements in both mathematics and the sciences. We have new coordinators in place for the content areas for licensure, and increased enrollment in the Master of Arts in Teaching program (initial licensure) has led to increased degree production. Grant initiatives by faculty in this area have also increased the visibility of Shepherd's STEM offerings. Secondly, a grant submitted to the Noyce Foundation (fall 2016) will provide scholarship for students completing both their undergraduate STEM degree, while at the same time pursuing their licensure through the MAT program.

Number of STEM Education Degrees Awarded

4

Student Loan Default Rate

Federal Student Loan Cohort Default Rate

Summary of Student Loan Default Rate Trends:

Through the outreach and financial literacy efforts of Shepherd's Office of Financial Aid, the 3-year Cohort Default Rate (CDR) for 2013 remains below 10% . While there was technically a 25% increase (7.6 to 9.5%), Shepherd has maintained CDR rates over the last several years that have remained significantly lower than the CDR rates for West Virginia (16.2% for the 2013 cohort) and the national average for four-year+ institutions of 11.3%.

Information regarding the CDR rate and financial aid services and opportunities, may be found on the following web pages:

<http://www.shepherd.edu/financialaid>

<http://www.shepherd.edu/consumer-information/> [See the section entitled Student Financial Assistance].

Students are made aware of policies surrounding Satisfactory Academic Progress, Financial Literacy, required forms, and resources for making sound financial decisions such as CashCourse: <http://www.cashcourse.org> Additional information surrounding financial literacy and exit counseling are found in the Financial Aid Strategy and Financial Aid Comprehensive Plan and activities.

Impact.

Research and Development

Research Grants and Contracts | Licensure Income | Peer-Reviewed Publications | Start-Up Companies |

Summary of Research and Development Trends:

At Shepherd, peer-reviewed publications such as articles, book chapters and books are considered in a variety of disciplines and professions. Faculty are also quite productive in other peer-reviewed endeavors:

- Peer-reviewed abstracts
- Peer-reviewed conference presentations where the abstract is published.
- Journal articles
- Book chapters or complete books
- Juried or peer-reviewed art exhibits or performances.

With faculty being eligible to also pursue graduate faculty status, the importance of a flexible view of faculty scholarship is outlined in those qualifications using the Boyer Model for Scholarship. Given this trend, we have seen an increased emphasis on scholarly outcomes by our faculty, particularly amongst junior faculty who have come to Shepherd with already active and strong research agendas. Rewards for faculty provided by the Center for Teaching and Learning, through Academic Affairs and through the Division of Graduate Studies, also provide incentive and recognition for outstanding work at the undergraduate and graduate levels.

Over the past year, Shepherd University faculty and staff have secured over \$99,000 in research grants and contracts. This amount has a tendency to vary widely on an annual basis, depending upon the focus of the grants submitted. During the past year, 17 grants ranging in size from \$3,000 to \$1.1M were awarded to Shepherd University. While the overall total applications was somewhat lower (43 vs. 51), there were more participants as PIs, and a much higher level of funding achieved by the funded grants. SURC co-directors worked with eight faculty and staff members who had not previously submitted grant applications. Grant submissions were funded in all four of the academic schools at Shepherd.

Total dollar value of licensure income in FY14. (Round to whole dollars).	0
Total number of peer-reviewed publications generated by the institution in FY14.	87
Total number of start-up companies created in FY14.	0
Total number of patents issued in FY14.	0

Additional Information / Comments

Use the space provided below for comments or additional information.

With the inauguration of President Mary J.C. Hendrix, new initiatives are in development to enhance external funding, as well as help to transform the economy of the state and region we serve. Shepherd University is poised to establish the physical space and the collaborative environment that will lead to economic transformation for this region and for the state of West Virginia. Establishing the Center for Regional Innovation will unite and empower the people and ideas of our region for a future of opportunity and growth, including:

- The development of a group decision support center;
- The creation of new analytical tools and the processes to inform and support workplace productivity;-
- The cultivation of various perspectives in the humanities, sciences, and environmental studies to address the global impact of climate change on agriculture, health, and quality of life;
- The expansion of new technologies;
- A new environment to incubate novel ideas across all disciplines and bring them into practice;
- Innovative use of technology to engage all members of the community.

Reference Link: <http://www.shepherd.edu/innovation>

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Compact Update Instructions

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3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to compactupdate@wvhepc.edu.

1. Provide a *brief summary* of the strategy.

Shepherd University will implement DegreeWorks, an academic advising tool used by academic advisors nationwide. DegreeWorks uses completed courses stored in student academic histories, to produce a degree audit for each student. The system uses rules and requirements published in the undergraduate and graduate catalogs, defined and coded for each program. The degree audit includes features, such as maintenance of advising notes, future course planning and, in particular, the student can produce a "what if" audit in the event of a change of major to demonstrate how completed and planned courses might apply. The degree audit allows students to easily identify unmet degree requirements, including remaining courses, GPA requirements, minimum grade requirements, and required assessments and exams. Finally, and perhaps most importantly, use of DegreeWorks can reduce time to degree by guiding the student accurately and efficiently through requirements for degree completion.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Implement DegreeWorks software program.

2015-2016 Updates and assessments include the following:

Shepherd University has been limited with the deployment and utilization of Degreeworks. Shepherd aligned with a consortium of institutions across the state to be rolled-out with a hosted, production-ready environment at WVNET in Morgantown. Since this system does not reside within Shepherd network architecture, IT Teams collaborated with WVNET personnel to establish the necessary connectivity with Banner. The Degreeworks system and interfaces did not meet initial security standards set forth from Shepherd IT Services; thus, a dedicated VPN was created to ensure the direct database connection (to Banner) between Morgantown and Shepherdstown based on funding provided by Shepherd IT Services. The Degreeworks system and affiliated databases were thus deemed production ready. However, upon an additional security scan of the Degreeworks desktops tools that is utilized by the Registrar to upload necessary Course Catalogs (by years), another vulnerability was also discovered, as this tool/function within the system was also operating in a unsecure manner, by broadcasting the user id and password in the open, across the internet. This practice does not meet Shepherd security standards. Although, WVNET is working to upgrade the existing version of Degreeworks to improve security; however, there is no present timetable yet set or provided. With recent projected enhancements to be performed onto the Banner infrastructure within Shepherd IT Services, the Degreeworks Project Team has decided to initiate all efforts to retract Shepherd's Degreeworks instance away from WVNET and bring it in-house within Shepherd's direct control. This effort will enable a more secure and a more readily available upgrade schedule. Efforts are underway to perform this activity, with a target of completion set for Spring 2017.

The Office of the Registrar, along with dedicated Advising representation, have continued to be trained on upcoming transfer equivalencies and associated updates made available within Degreeworks, visiting group training sessions in both Flatwoods and Morgantown. It is the plan of the Degreeworks team to continue to provide current and relevant training to further advance the usage and reliability of this tool.

Activity 2:

Shepherd has developed a culture of assessment over the last fifteen years that includes both academic and administrative units. As Shepherd seeks to evaluate and optimize operational efficiencies, the core support and non-core services are defined as the following:

- Core support services include institutional supports (such as HR, IT, and finance,) student services (such as financial aid, counseling, and enrollment), academic support services (including libraries, and audio/visual services), academic policies and plant operations. High-performing institutions also carefully assess the non-core services and other operations they offer to fulfill their mission, and to ensure they are run efficiently. These non-services and other operations included research (SURC at Shepherd), public services, and auxiliary enterprises. Most non-core services at Shepherd, such as dining services, the bookstore and wellness center generate revenues and are self-supporting, and also provide additional overall budget support for the university.

2015-2016 Updates and assessments include the following.:

A major initiative has been in the assessment of the IT infrastructure, reliable access to wireless, and the availability of guest wireless. To that end, a special advisory group to the President was formed to address this issues, and an external evaluator was hired to assess the current status of IT and make suggestions for future strategic initiatives. Some results that have occurred include the following:

- Development of Key Performance Indicators and benchmarks for success. [Reference link: http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/Dashboard_KPis.pdf]
- Development of Guest WiFi, with an implementation timeline [Reference link: http://www.shepherd.edu/wordpress-1/wp-content/uploads/2016/10/Dashboard_KPis.pdf]
- Update of SPSS software required for upper-level and graduate courses, as well as faculty research.
- Increased WiFi coverage of the campus.

These efforts address two overarching issues that appeared in feedback from the NSSE survey, as well as the HLC Student Opinion survey, both administered during the 2015-2016 academic year.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human Resources: Registrar's Office, Academic Advisement Staff, departmental academic advisors, IT staff (Activity #1). Offices of Administration & Finance, Enrollment Management, Classified Staff, Human Resources, members of Executive Staff (Activity #2).

Physical Resources: none noted at this time.

Financial Resources: IT consultant visit (\$4,800), SPSS license (\$13,500)

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

ACTIVITY 1:

Internal collaborations: Registrar's Office, Academic Advisement Staff, departmental academic advisors, IT staff.

ACTIVITY 2:

Internal collaborations: Offices of Administration & Finance, Enrollment Management, Classified Staff, Human Resources, IT staff members of Executive Staff.

External collaborations: Outside consultants who would examine the operating efficiency of particular units like auxiliary enterprises.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.

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1. Provide a *brief summary* of the strategy.

Shepherd University did not submit a strategy as it does not offer developmental education, but rather a selection of stretch-model courses in English and mathematics that allow students to continue to progress towards degree completion. The retention and attainment rates of this student population will factor into activities reported elsewhere in the institutional compact. Please see activity 1 for information on pass rates for these stretch-model courses.

As a note, stretch-model courses have a smaller class size, spread the material for a one-semester course over two semesters, and provide additional academic support for this student population.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

While Shepherd does not offer developmental education, it does track the success rate of students in its stretch-model English and math courses. The outcomes for those classes are the following:

For the 2015 -2016 Academic Year, pass rates for the English and Math 101 A and 101 B courses are listed below. There is also a comparison to results over the past eight years.

Math 101A Fall 2015: Initial enrollment: 319 students.

About 51% of those who completed the course passed. This rate is lower than the previous couple of semesters, it is also lower than the 71% average for pass rate for fall Math 101A (8-year average). During this period, pass rates for Fall 101A have fluctuated from 51% to 74%.

Math 101B Spring 2016: Initial enrollment: 202 students.

71% of those who completed the course passed. The course has had lower success rates, 71% is lower than the 75% average pass rate for spring Math 101B (8-year average). During this period, pass rates for Spring 101A have fluctuated from 64% to 88%.

English 101A Fall 2015: Initial enrollment: 113 students.

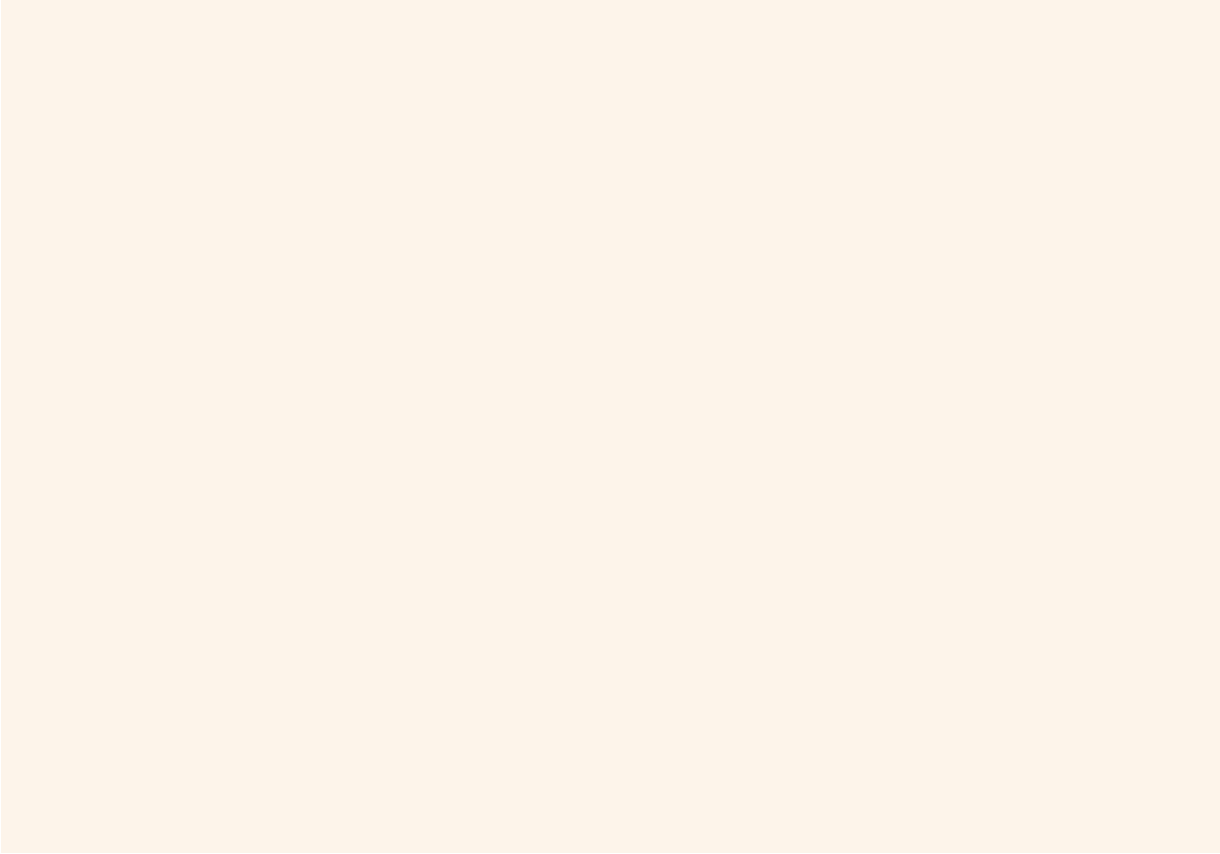
82% of those students who completed the course passed. This rate is the same as the previous fall.

English 101B Spring 2016: Initial enrollment: 92 students.

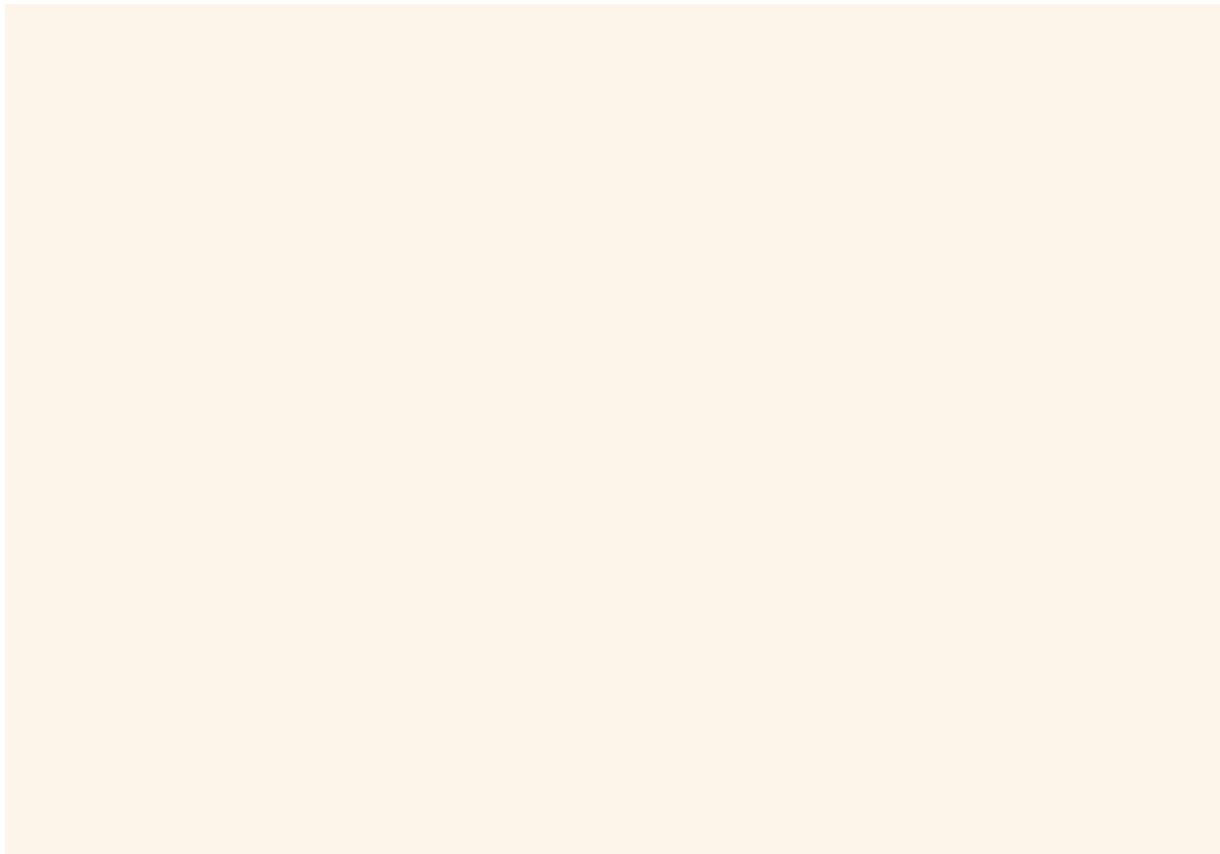
82% of those who completed the course passed. This rate is higher than the average 80% passing in previous two spring terms.

The 6-year graduation rate for students who successfully completed stretch math at Shepherd is approximately 65%, and is significantly higher than the institutional 6-year graduation rate, demonstrating that additional support services are a gateway to degree attainment.

Activity 2:



Activity 3 (If applicable):



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include support staff in the Academic Support Center, TRiO student support services, and faculty who teach the stretch-model courses.

Physical resources are the normal classroom instructional spaces located throughout the campus, and physical space for Academic and TRiO support services, located in the Howard N. Carper Learning Commons.

Financial resources are within the current budgets and staffing needs for the units outlined above.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations are listed in Box #4.

External collaborations: Training for staff, including the "15 to Finish" and other workshops presented by WV-HEPC. Most costs, except for travel are covered by HEPC.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.

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1. Provide a *brief summary* of the strategy.

Shepherd University's general focus for its strategy on enrollment is to develop and implement seamless admissions and transfer processes for two targeted populations: transfer students and adult learners. The institution will increase community and regional awareness of the programs and services offered for adult learners. Efforts include promotion of programs, such as the R.B.A. program, courses with W.V. Rocks and new curricular offerings in Shepherd's R.B.A. degree completion program. These efforts will include the establishment of support material in print and on the web for transfer student populations.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University.

2015-2016 Updates and assessments included the following:
SU-Martinsburg has offered the WVROCKS classes since Fall 2014. A total of 13 sections were offered in fall '15, spring '16 and summer '16, with a total of 91 students enrolling in these 100% online, compressed format courses. Shepherd has three emphases in Shepherd's R.B.A. program (Business, Social Issues, and Health) have been approved and students from both campuses have graduated with these emphases in the past two semesters.

Efforts to increase enrollment include the following:

1. The biggest challenges continue to be identifying prospects for the RBA program as well as bringing out of state students to the Panhandle. Since we have limited online classes, we focus on highlighting the value of hybrid classes to mitigate the commute.
2. The newly hired Enrollment Specialist helped extend partnerships with local media to create public service announcements to help share information on local events. In addition, the ES participated in some local radio shows on-air to promote such events. Social Media was more consistently utilized for program/event awareness.
3. The Enrollment Specialist has partnered with the Alumni Association to participate (CARE) Council for Alumni Recruitment and Engagement to attend events and increase Martinsburg Center awareness.
4. There continues to be an increase in Strategic Alliance Partnerships that offer discounts for employees that enroll in programs offered by the Martinsburg Center.

Enrollment in the RBA program, continues to expand, with 149 students in fall 2015, and well over 200 students for the unduplicated headcount during 2015-2016. The areas of emphasis have been an attractive feature for students who need to complete their degree program, but do not necessarily need to stay in school longer for a particular major. The number of graduates from the program on an annual basis, is a large component of Shepherd's annual degree production, 108 students in 2016.

Activity 2:

The activity includes the establishment of support material in print and on the web for transfer student populations.

- Establish a Transfer Student Website /Webpage for a one-stop shopping approach.
- Identify transfer specific representatives from Admissions and the Registrar's office to work directly with transfer specific advisors.
- Establish a clear catalog of course equivalencies for each two-year college/Shepherd agreement and increase efforts to streamline the admissions process for transfer students, developing equivalencies that ensure maximum credit transfer.

2015-2016 Updates and assessments include the following:

In 2014-2015, using our new web content management system (CMS), Shepherd established transfer specific web pages located in "future" students drop-down box under the admissions section of Shepherd's website. These pages include relevant information on transfer student admission, transfer of credit and links to specific 2+2 and other community college transfer articulations. Admissions counselors assigned to community colleges act as institutional liaisons for transfer students wishing to attend Shepherd. As part of the matriculation process, transfer students meet with specified departmental representatives during orientation and academic advisement prior to the start of classes. There are three specific transfer sessions during the summer (June, July and August), as well as one in January prior to the start of the spring semester.

Currently Shepherd has articulation agreements with over 25 two-year institutions, and links found on the articulation agreements web page allows students drill down to analyze specific course equivalencies from the two-year institution to Shepherd University. (Web reference: http://www.shepherd.edu/register/articulation_agreements.html)

Lastly, Shepherd also has transfer admissions agreements that allow for direct admission as long as student meet minimum academic requirements at the community college. The programs which are called dual admissions /TOPS programs and are also found on the transfer students web pages: (<http://www.shepherd.edu/admissions/transfer-students>). This ability to transfer, with a clearer path to admissions also covers international students, where letters of agreement with specific institutions are detailed in other areas of the compact.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity #1: Human: Martinsburg Center Director and Staff, RBA program directors

Physical: Physical space in the learning commons for the RBA program on the Shepherd campus and the physical space at the Martinsburg Center.

Financial: During 2015-2016, Shepherd paid \$34,380 to WVNET for enrollments in the WVROCKS program

Activity #2: Human resources include the staff in the Office of Admissions, Office of the Registrar, department chairs, and school deans.

Financial resources including funding for the web content management system, development of collateral support pieces and other recruitment or marketing material for the RBA program and for transfer students.

Human resources include the staff in the Office of Admissions, Office of the Registrar, department chairs, and school deans.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box 4.

External collaborations include working with the Veterans Administration in Martinsburg, community colleges listed in the articulation agreements. External entities also include WVROCKS staff and faculty members, Community Veterans Engagement Board, Boards of Education, Chambers of Commerce (4 chambers participate as partners and assist with creating awareness) as well as other Strategic Alliance Partners.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

While faculty scholarship is an expectation of all full-time faculty, as outlined in the faculty handbook, there are numerous ways to support this endeavor at Shepherd University. Through the development of graduate faculty qualifications using the Boyer Model for Scholarship, and through increased funding for professional development activity, faculty members will be aware of the increased support and emphasis on measurable scholarship outcomes, such as peer-reviewed publications or articles.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

- Encourage faculty to apply for and maintain graduate faculty status through the application process in the Division of Graduate Studies
- Encourage faculty to take advantage of the recent restoration and increase in the amount of annual departmental funding available, both through departments and academic schools, as well as through the professional development committee and the Vice President for Academic Affairs.

2015-2016 Updates and assessments include the following:

Graduate faculty (full-time) and affiliate graduate faculty (part-time) have a limited time of appointment and must stay current in their field to maintain their status as graduate faculty members. For the 2016-2017 SU catalog there are 61 graduate faculty and 26 affiliate graduate faculty members, a slight increase over the previous year. This is a It should be noted that all faculty who carry this status do not necessarily teach in the graduate program on a regular basis. They may serve on Graduate Council, thesis, and/or admissions committees related to graduate students. Qualifications may be found in Appendix J of Shepherd's faculty handbook located here: <http://www.shepherd.edu/employees/senate/documents/handbook.pdf>

Professional development funding has remained stable at the University, with possible additional professional development funds available through the Professional Development Committee. These include mini-grants for special projects, summer stipend and sabbatical awards. Typically the complete pool of funding is awarded. In some cases, academic school professional development funds are pooled and divided amongst those faculty members pursuing these external opportunities. Annual reports demonstrate that scholarly outcomes have continued to be prevalent amongst our faculty, as evidenced in the number of peer-reviewed publications. President Mary J.C. Hendrix is also examining ways to support scholarship, innovation and creativity through the Center for Regional Innovation (CRI).

Activity 2:

Examine policies and qualifications for promotion and tenure as listed in the faculty handbook to ensure best and current practices are being employed to encourage faculty scholarship outcomes.

2015-2016 Updates and assessments include the following:

-Use of electronic submission for the three-year or pre-tenure review. All faculty up for pre-tenure review were required to submit their materials electronically. The feedback in general has been very positive. Faculty up for promotion and tenure at both the associate and full professor level also submitted their documents electronically, for a total of 15 applicants utilizing online submission. We hope to move to a fully online submission process in the near future.

-There was ongoing discussion regarding the use of an external reviewer for the initial promotion to Associate Professor and for the next level to full professor. Data has been gathered regarding practices at peer institutions in the state and COPLAC peer institutions.

-Clarification and revision was discussed and presented during the 2015-2016 academic year in relation to minimum qualifications for peer-reviewed publications for promotion to full professor. The revised policy (to be approved this fall) also allows grants to count for one of the peer-reviewed publications.

As Shepherd is primarily a teaching institution, a more flexible model of scholarship, such as the Boyer model, might be considered in the future for possible use in determining scholarship outcomes for promotion and tenure. This is especially true in light of the institution's efforts to develop new educational opportunities in the area of continuing education and credentials for the professions. As noted in Activity #1, qualifications for graduate faculty are based on the Boyer Model for scholarship.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources encompass the regular duties of faculty and staff.

Financial resources needed for the future would be increased funding to support professional development activities.

No additional physical resources needed at this time, as costs for the Learning Management System (SAKAI) are already budgeted as part of the academic enterprise.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators include the Provost, Associate Provost & Graduate Dean, Deans Council, Faculty Senate, and Department Chairs.

No external collaborators at this time.

6. Use the space below to provide **additional information or comments** related to this strategy.

While placing emphasis on an increased level of faculty scholarship, these additional qualifications aid Shepherd in meeting HLC standards for qualified faculty, particularly in graduate programs.

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1. Provide a *brief summary* of the strategy.

In its efforts to increase retention of first-year students, Shepherd will focus on three distinct areas of student success: 1) utilization of student support services; 2) access to quality advising; and 3) implementation and utilization of Beacon software to track and document at-risk students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

In working to support general and at-risk student populations to ensure retention and academic success, the following items will be addressed: Utilize and evaluate the Academic Support Center (ASC) and TRIO services; Utilize and evaluate Disability Support Services and Student Success.

2015-2016 Updates and assessments include the following:

In fall 2015, there were 2,335 tutoring appointments in the Academic Support Center (ASC). In spring 2016, there were 1,568 tutoring appointments in the Academic Support Center. Fall 2015 ASC survey data show that 61% of survey respondents felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 87.5% strongly agreed they likely would sign up for a tutor in the future. Our Spring 2016 ASC survey data show that 55% of survey respondents (n=67) felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 89% strongly agreed that they were likely to sign up for a tutor in the future.

TRiO/Student Support Services served 160 students in the 2015-16 year. Retention, academic success, and graduation rates are tracked annually. The program's retention rate was 85% and the student's good academic standing rate was 87%. This was our program's first 6-year graduate cohort and the graduation rate was 62%. The program had a total of 30 graduates in 2015-16. During the Fall 2016 term 38 new students were accepted into the program.

These efforts are also aided by the implementation of the BEACON and RAMPULSE programs through Campus Lab, which allow Shepherd increased functionality in tracking at-risk students and student engagement. This initiative is detailed in other areas of the compact and the updated metric form.

Activity 2:

Effectively utilize newly acquired retention software (Beacon) and student success outreach efforts.

2015-2016 Updates and assessments include the following:

With Beacon, students have the opportunity to login, complete, and see the results of their Student Strength Inventory (SSI) or Continuing Student Assessment (CSA), recommendations specific to them, view and communicate with their Success Network, which comprise of their faculty advisor, RIT advocate, and their Hall Director, if living on campus, and track their involvement on campus. Faculty and staff will be able to place alerts or updates on students' progress.

Between August 2015 and May 2016 there were a total of 71 alerts. The top three most common reported alerts placed on students, was Academic Performance reported at 53%, Class Attendance reported at 29% and Advising reported at 9%. Presentations and training sessions were given to the different academic schools and to others upon request. Once faculty and staff had a better understanding, this early alert system gave the students' success network the ability to reach out, through a team approach, to the students identified as at risk.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include: Center for Teaching and Learning, Office of Student Success, Academic Advisement Center, Disability Support Services, graduate assistants and academic advisors.

Resources to complete the implementation will be required not only to present and train, but more importantly to follow up on the alerts for our at-risk students.

In addition to staffing, two graduate assistants receive salary dollars and tuitions waiversers that amount to approximately \$42,000 annually.

For activity #2, there is an ongoing cost associated with the license and implementation of the various aspects of this software package. The software Beacon is \$16,224 and its accompanying module RamPulse is \$9,464 for a total of \$25,688.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box #4 under human resources.

External collaboators includes training consultants from Campus Lab and Beacon Software.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3.

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1. Provide a *brief summary* of the strategy.

The activities associated with the Graduate Student Success Strategy focus on enhancing the Shepherd experience through the creation of clear pathways to advanced degree programs (accelerated programs such as 4+1), and through the creation of additional offerings such as graduate certificate programs or other credentials for professionals that lead to the creation of a more qualified workforce that serves the needs of our community, locally, and throughout the state and region.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Activity 1 deals with the creating of accelerated pathways to graduate degrees.

The Accelerated MBA program began in fall 2015, and to date 5 students have enrolled in this program, with 2 students now fully enrolled in the MBA program.

During the 2015-2016 year, information sessions were held to publicize the program, and we have had 10 students recently inquire about future steps for the accelerated MBA program.

The pathway document, which includes signatures by the undergraduate advisor, MBA program coordinator and graduate dean is available here:

<http://www.shepherd.edu/wordpress-1/wp-content/uploads/2015/10/Accelerated-MBA1.pdf>

Crosslinks also appear on the graduate studies home page, the MBA program web page and in the SU catalog.

In relation to a recent re-submission of a NOYCE grant to support STEM education, an accelerated pathway was developed for STEM majors to also pursue their initial licensure through Shepherd's MAT program. This will be implemented in fall 2017, regardless of grant funding.

Currently the accelerated pathway from the undergraduate major into the MAT program is in the process of curricular approvals that involve substitutions with Shepherd's core curriculum. We will develop these undergraduate to graduate articulations in several other content areas (English, Art, PE). We have been told by the WV-DOE that the accelerated pathway is not considered a new program and therefore does not need DOE approval. The goal is to have this additional pathway in place starting in spring or summer 2017.

Activity 2:

Activity 2 deals with recruitment efforts related to the international student population.

2015-2016 Updates and assessments include the following:

Shepherd's Director of International Initiatives, Dr. Charles Nieman, has also meetings and negotiations with institutions in China, Japan, Turkey, Mali, Guinea and the Ivory Coast in regard to developing agreements for study in the U.S. by students from those countries. In addition, both the Graduate Dean, Dr. Nieman and the VP for Enrollment Management have met with other potential partners in relation to recruitment of international students to a bridge program in the United States, as well as potential transfer articulations for students from the bridge program to Shepherd's undergraduate and graduate programs.

Revision of Web pages: <http://www.shepherd.edu/international-student-affairs/>, <http://www.shepherd.edu/international-graduate-admissions/>, Global Shepherd, and <http://www.shepherd.edu/graduate-studies/apply-graduate>. These web pages create a centralized location for the admissions process, cost of attendance, financial aid, academic support, VISA information, and more. There have also been recruitment materials developed specifically for international students wishing to move into graduate programs.

Curricular: Shepherd also went through the curricular approval process at both the undergraduate and graduate levels to establish four courses in an accredited and SEVIS-approved Intensive English Language Program. A director was hired who has a Ph.D. in Second Language Acquisition, as well as extensive experience with ESL.

Community: The group of community volunteers ("Global Connectors") is providing welcome baskets for new international students in the residence halls and is hosting a welcome reception for new international students during orientation.

Activity 3 (If applicable):

NEW ACTIVITY: With the implementation of a graduate program fee for the 2016-2017 academic, measure the impact funding support in relation to the professional development of graduate students and faculty in such items as conference/workshop attendance, conference/workshop presentations and publications.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include: Provost, Associate Provost, Graduate Dean, Director of International Activities, Director for Study Abroad, VP for Enrollment Management, Martinsburg Center Director and Staff, Office of University Communications (recruitment materials), department chairs and other faculty.

Because most of the materials involved digital resources, there was relatively little physical cost.

Financial resources include the time involved with the staff mentioned above to create electronic documents, attend meetings both internally and externally, and to meet with students.

Recruitment Materials: \$560 (print copies)
Director of IELP: \$40,000 annual salary
Content Management System: \$18,000
Director of International Initiatives Salary: \$65,000

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations include academic departments and the Division of Graduate Studies, Office of Enrollment Management (Admissions, Financial Aid, Registrar), and Office of International Initiatives.

External collaborations include the various institutions of higher learning listed in Activity #2.

6. Use the space below to provide **additional information or comments** related to this strategy.

The new residence hall project is expected to be a facility where a new population of international students may be housed. This facility is expected to open in August 2017. Details regarding capacity and costs may be found here: <http://www.shepherd.edu/residence-hall-project>.

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1. Provide a *brief summary* of the strategy.

Shepherd's previous strategic plan emphasized the need for curricular reform, and through 2009-2011, the university community engaged in significant discussion of how that change would occur. The results were:

- A reduction in the minimum number of credit hours required for graduation from 128 to 120 credit hours.
- A new, more flexible Core Curriculum (previously General Studies curriculum).

Inclusion into the degree:

- a First-Year Experience course
- a writing-intensive course within the major, and
- a senior capstone that acts as a common thread throughout the whole degree program.

The general focus of the strategy will be to ensure the continued relevancy and quality of Shepherd's academic programs through the program review process, with an emphasis on assessment of alternative course schedules (compressed/hybrid) and instructional delivery formats

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Ensure that academic departments complete gap analyses and create action plans toward program improvements based on assessment results.

2015-2016 updates and assessments include the following:

A major part of the assessment process at Shepherd University entails faculty and staff assessment facilitators from every unit report gaps and action plans. Each program or unit must demonstrate how they intend to use the results of their assessment plan to improve student learning.

Some brief examples of recent improvements from assessment report data over our last assessment cycle (Shepherd adheres to a 1.5 year cycle) include the following:

- Based on their assessment findings, the Education Department saw the need to create a tutorial to better assist their students with the lesson planning process and to help standardize expectations before students begin student teaching.
- Based on their assessment findings, the Music Department saw the need to revisit and revise their major competency exam, thereby creating a clearer pathway to graduation for their students.
- Based on their assessment findings, the Chemistry Department adopted a standardized assessment tool so that they could better compare their majors to national benchmarks.
- Based on their assessment findings, both the Psychology and History Departments created pre- and post-tests to better assess their curricula and courses.

Assessment plan and report statuses (including the identification of gaps as well as action plans) for Shepherd departments and units are transparent and can be viewed easily via WEAVE [<http://app.weaveonline.com/login.aspx?ReturnUrl=%2f>], our assessment database.

Activity 2:

As part of compliance with the HLC credit-hour worksheet and federal compliance elements, courses that utilize online, hybrid, compressed formats or other timelines for instruction will be assessed for meeting stated outcomes. Course syllabi are reviewed each semester by department chairs to ensure student learning outcomes are tied to course content and program goals. Department chairs, deans, and faculty peers conduct classroom observations, while evaluations of faculty occur regularly as outlined by the Faculty Evaluation Policy.

2015-2016 Updates and assessments include the following:

- In preparation for the March 2016 HLC site visit, Shepherd's credit hour definition was examined by the Provost, Associate Provost and academic deans to assess the need for addressing all types of instruction offered at the university. This led to the recommended usage of part two of the classic Carnegie definition of a credit hour, which covers internships, co-op experiences, study abroad, and independent study courses. This definition will be implemented into academic policy starting in January 2017, also in preparation for a follow-up report to the HLC on Shepherd's credit hour definition and policy.
- At the same meeting, both the Provost and Associate Provost presented potential models for a credit-hour "calculator" to address rigor and content in 100% online classes, hybrid, and also compressed or part-of-term classes. The DNP and MBA programs will pilot the calculator for feedback, followed by implementation during the 2017-2018 academic year.
- In relation to Federal Compliance elements, ongoing examination of syllabi occurs prior to the start of each semester and will continue throughout the compact reporting cycle. The aim is to address consistency of information regarding course description and learning outcomes across all formats and instructional delivery models.

Currently online and compressed format classes follow the same procedure for assessment as all other courses at Shepherd. The process is detailed in the Shepherd University Faculty Handbook (<http://www.shepherd.edu/employees/senate/documents/handbook.pdf>): Online Teaching Policy.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include staff in the CTL, graduate assistants who perform clerical work and the faculty and staff in the departments themselves.

Fiscal resources include graduate assistantships (approximately \$24,000 annually) and portions of the annual licensing fee for the WEAVE software (\$12,200)

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborations include the faculty and academic school deans related to the programs up for review each cycle, as well as for areas that offer online or hybrid course formats.

External collaborations include external site reviewers in the program review process, as well as credit-hour models utilized by other institutions.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach students in all of the target populations listed in box 3, as these activities reach all programs on a cyclical basis.

In general, assessment of academic programs and administrative units is an ongoing process at Shepherd University. An overarching goal is to analyze progress on assessment results as part of the 1.5 year assessment cycle. The compact timeline also encompasses programs up for review as part of the five-year program review cycle mandated by the WV-HEPC and state code.

Typical outcomes of the program review process often include curricular revision, updating course content or catalog descriptions for currency, and the development or elimination of concentrations within the degree program. Further examples are contained in the Academic Quality Plan, Strategy A, Activity 2.

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1. Provide a *brief summary* of the strategy.

Shepherd University's optional reporting of research and development funding is based on information obtained from the Shepherd University Research Corporation (SURC). Ongoing support for the development of a culture of grantsmanship on campus is a component of Shepherd's latest strategic plan. Expected outcomes include an increase in grant revenue linked to research, professional development opportunities in the area of grantsmanship, and an increase in the number of proposals submitted.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Over the past academic year (2015-2016), Shepherd University faculty and staff have secured over \$99,000 in research grants and contracts. More than \$3.7M in additional funding (payable over multiple years) has been secured to support student research, community outreach and professional development activities. These include state-level grants such as those from WV-HEPC, DHHR, INBRE, and Culture/History, to Federal Grants from HRSA and the National Endowment for the Humanities, to private foundations such as the Brick Street Foundation.

Shepherd University continues to provide travel funds, matching funds, space for events at no cost to the grant and ensures that reassigned time can be used by faculty for sponsored activities.

The following quantitative outcomes may also be reported for 2015-2016:

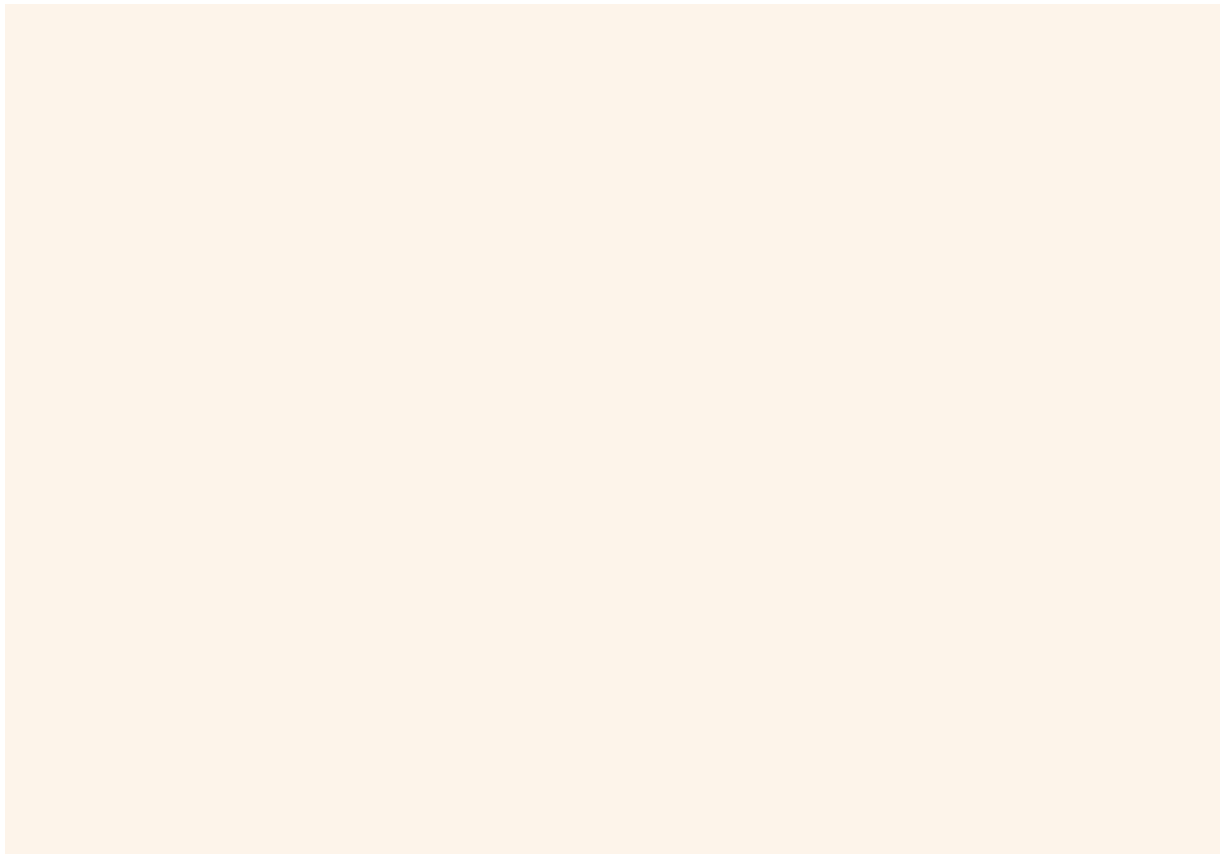
1. A slight decrease in the overall number of proposals (43 vs.51), but with a much higher amount of total funding (\$3.7M), and a higher number of faculty or staff as PIs.
2. There were 8 (vs. 11 in 2014-2015) faculty and staff submitting grants who had not previously done so, and
3. There were submitted and funded proposals from each of the four academic schools, as well as other offices such as Student Affairs, Center for Teaching and Learning, the SU Foundation, and the George Tyler Moore Civil War Center.

Web pages: <http://www.shepherd.edu/surc>

Activity 2:



Activity 3 (If applicable):



3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Resources include the following:

Human: SURC Co-Directors, members of executive staff, faculty members, department chairs and academic school deans in each of the four academic schools at Shepherd.

Financial resources would include any matching funds or other resources that are required of the institution in the particular grant application criteria. These vary widely in the 43 grants submitted.

Physical resources would include the use of institutional office space or meeting rooms.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

The SURC co-directors collaborated with all academic schools to discuss funding opportunities and assess relative interest in pursuing these external funding opportunities.

Of particular interest are grants that were submitted or funded in the area of support services for students, and also in support of Shepherd's new Intensive English Language Program. These efforts address the needs of low-income, first-time-in-college students, and our growing population of international students.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities, which include participation from faculty in all four academic programs, as well as graduate faculty, lead to a more informed classroom experience for all Shepherd students.

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1. Provide a *brief summary* of the strategy.

Developmental education is an important driver of both graduation rates and nonproductive credits. Shepherd monitors progress toward degree completion of students in its stretch-model courses by eliminating the barriers between developmental education curriculum and credit-bearing curriculum.

Shepherd will assess the effectiveness of its student support services in the retention and perseverance of students enrolled in stretch-model classes. Often students in these courses may be identified as "at risk," and require additional support to progress towards degree completion. The institution will also encourage collaboration between Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

To systematically enable students to reach graduation, it is important and part of best practices to provide clear and structured pathways to graduation. As part of this activity, Shepherd will examine and revise its current curricular charts and pathways contained in its online catalog through Acalog.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

The "second suspension recovery contract for readmitted students" was an Admissions and Credits (A&C) Committee plan that was adopted starting Fall 2014. The primary conditions of the contract require that students returning from a second suspension maintain a minimum semester gpa of a 2.3 or higher and complete all courses that they are registered for. The course plan is determined by the Director of the Academic Support Center as well as the student's primary academic advisor. The statistics during the initiation of this program demonstrate significant gpa improvements and retention rates.

2015-2106 Updates and assessments include the following:

Fall 2015 A total of 5 students enrolled in the Second Suspension Recovery Contract. One student withdrew on 9/15/15 which moved his contract to automatic academic dismissal per the conditions of the contract. Of the remaining 4 students 1 (or 20%) met the terms of the contract successfully. This student should be highlighted for the fact that he earned a 3.75 gpa at midterms and a final 4.0 term gpa. This student has been retained at Shepherd for the past following 3 consecutive semesters. Three students (80%) moved to Academic Dismissal. Midterm grades for these three cases indicated two between 0.8-1.67 while the third had a 2.38. It appears that midterm grades are fairly accurate at reflecting the end result of students in this cohort.

Spring 2016 only 1 student entered the program and was unsuccessful. He earned a 1.0 at midterms and despite great efforts to work with the student he earned a 0.00 in May 2016. This semester had 0% success. Again midterm grades appear to be an accurate reflection of a likely outcome for the end of the semester. It is important to note that an additional student was going to join the program but pulled out before the semester started. This was related to financial constraints. In summary, this population of students is quite small, and success rates vary widely.

Activity 2:

To systematically enable students to reach graduation, it is important and part of best practices to provide clear and structured pathways to graduation. As part of this activity, Shepherd will examine and revise its current curricular charts and pathways contained in its online catalog through Acalog.

This examination is part of current practice as related to revision and editing of the catalog for each academic year, and, will be ongoing throughout the compact cycle.

Programs initiate curricular changes through internal examination, as well as recommendations that come from programmatic accreditors and external reviewers used in the program review process. The curricular changes are vetted at the departmental level before moving to approval by the academic school and finally the university Curriculum & Instruction Committee. As part of any curricular revision, departments must simultaneously update their four-year progression charts that are contained in the online catalog. These charts, along with degree evaluation tools on RAIL and eventually through DegreeWorks will enable students to have multiple tools to assess their progress towards degree completion, as well as the curricular steps taken each semester to reach those goals.

These progression charts may be accessed through the Shepherd catalog: <http://catalog.shepherd.edu>
Any of the undergraduate programs of study contain four-year progression charts as you scroll down the page after the curricular listing for that program.

For 2015-2016, department chairs were specifically contacted and reminded to make sure that their four-year progression plans are accurate and reflect any curricular revisions made during the 2015-2016 academic year.

A good example of usage would be the Department of Music, where majors are provided a suggested plan of study for not only their degree program, but also their particular concentration, such as music education (choral and instrumental), as well as the performance areas of piano, vocal and instrumental in the bachelor of music degree program.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human resources include the CTL and academic advisement staff, registrar's office Office of Student Success, department chairs as well as academic advisors. Ongoing financial costs are related to retention software and the acalog system.

Fiscal resources include funding for one graduate assistant(4) at \$21,000 annually and the cost of the retention software program at \$25,800 annually.

This also includes the annual licensing fee for Acalog.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal collaborators are listed in Box 4.

External collaborations occur with consultants from the respective software companies.

6. Use the space below to provide **additional information or comments** related to this strategy.

These activities reach across the entire student population, with Activity 1 specifically addressing those students who are at risk academically.

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1. Provide a *brief summary* of the strategy.

In an effort to maintain and eventually reduce the university's three-year Federal Student Loan Cohort Default rate, Shepherd's strategy focuses on issues of financial literacy through class offering and course content, as well as awareness through loan counseling.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Financial Literacy would be a component of the required class for provisionally admitted students.

2015-2016 Updates and assessments include the following:

Financial Aid staff presented in several FYEX courses during the 2015-2016 academic year, reaching upwards of 160 students across a broad range of majors and interests. Students seemed genuinely interested in presentations and engaged with well thought out questions. Feedback from FYEX professors has been positive and has resulted in repeat invitations to speak to subsequent classes.

One FYEX section each semester is dedicated to Financial Literacy taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first year students, including those who have been provisionally accepted, are able to take this class.

Future goals include adding an additional section of Financial Literacy to FYEX offerings.

Activity 2:

Financial Literacy will be a component of the required presentations for TRiO students.

2015-2016 Updates and assessments include the following:

Financial Aid partnered with PNC Bank to provide a series of Financial Literacy Workshops to students through the TRiO office. These workshops were open to all students, however they were a requirement for students in the TRiO program. Topics included Financial Aid, Responsible Borrowing, Credit Card Usage, and Budgeting. Over the series of four presentations, at least 75 students attended. All of the feedback received from students was positive, with many stating that they learned something new about personal financial wellness through these events.

Activity 3 (If applicable):

Conduct exit counseling for graduating seniors and graduate students with student loan debt each semester- August, December and May. Students are required to complete the federally required Exit Counseling session on-line at www.studentloans.gov. Exit counseling educates students on their rights and responsibilities in repaying their federal student loans. Exit counseling also gives students a realistic view of how much to expect their loan payments to be and gives them the opportunity to choose a repayment plan that best suits their financial status to allow them to remain current on their loans and avoid default.

2015-2016 Updates and assessments include the following:

Exit Counseling is completed 100% on-line. If students have questions or do not have access to a computer, they are encouraged to complete the Exit Counseling session in the Office of Financial Aid. This allows a Financial Aid team member to assist the student and answer any questions that may come up during the Exit Counseling session, whether it is a question about the payment plan options or the amount that they have borrowed.

Students required to complete the Exit Counseling session are notified via email and letter correspondence by our office at least 4 times along with a brochure outlining the guidelines of exit counseling. Students are notified two times before graduation, once during the month of graduation, and once the month after graduation. This will allow time for the student to react and complete exit counseling when convenient for them. As of September 2016, 74% of 2015-2016 graduates have completed Exit Counseling; an increase from the previous year.

August Grads= $47/66= 71\%$

December Grads= $146/190= 77\%$

May Grads= $290/393=74\%$

We hope to increase our benchmark to 80% for the next reporting period.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Outside of the regular responsibilities of staff members in the Office of Financial Aid, there are the ongoing resources for funding for implementation of the PISA test and analysis of the data generated from reports associated with that test.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Ms. Joyce Cabral, Director of Financial Aid
Mr. William Sommers, Vice President for Enrollment Management Academic Support Center Staff
Financial Aid Staff Instructors of FYEX courses

Internal: Office of Financial Aid (counselors and support staff), Director of Financial Aid, Vice President of Enrollment Management

External: www.studentloans.gov
External speakers related to financial aid or literacy

6. Use the space below to provide **additional information or comments** related to this strategy.

For the next reporting period, the Office of Financial Aid plans to refine its communication plan for Financial Aid Awareness. With a small increase in the CDR this past year, a goal for this communication plan will be to lower Shepherd University's default rate by .5% or more for the next cohort. The communication plan includes information about Exit Counseling, Financial Literacy, FAFSA filing, and responsible borrowing. As with PNC, we plan to continue to engage federal loan servicers in our attempt to reach out to students and recent graduates regarding their loan repayment options, as well as to provide resources to our current students. In addition, the communication plan also targets delinquent borrowers to offer assistance with repayment questions and concerns.

Financial Aid plans to continue the momentum in relation to Financial Literacy. We hope the positive feedback from students and professors who have attended our presentations garners more interest within the campus community to not only learn about financial literacy, but to also put the concepts learned into place. This will help SU to achieve results such as less indebtedness among students and a lower CDR. In addition to giving presentations to freshman-level classes, the Office of Financial Aid plans to host financial literacy workshops open to the university community.

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1. Provide a *brief summary* of the strategy.

Demonstrate campus wide assurance that student learning outcomes (SLOs) are identified, evaluated, and the findings utilized toward program improvement.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Ensure that academic advisors and advisement staff participate in professional development activities in support of quality advising.

2015-2016 updates and assessments include the following:

- All first-year full-time faculty are trained to advise in our New Faculty Learning Community (NFLC 101) over a period of several months in the spring and fall semesters. Once they complete the training, they are "certified" to advise by the Center for Teaching and Learning. Currently, 100% of new full-time faculty have successfully completed the training and are certified to advise.
- Clinical faculty in the Advising Assistance Center regularly attend regional and state advising conferences, including NACADA. These faculty brought back some interesting ideas from the conference and were able to implement some changes that positively impacted our students. First, in order to enhance the advising experience of in-coming first-year and transfer students, the one-day orientation program has been expanded. Previously these students were grouped together in the late August and January Sessions, immediately prior to classes beginning. These groups are now brought to campus on different days. First-year students meet with advisors who have been trained to work across different majors and to develop class schedules and academic plans. Transfer students meet with individual department representatives who are often Department Chairs. These advisors are best suited to evaluate transcripts, discuss course substitutions and to develop class schedules for students bringing a diverse set of courses from other institutions. Assessment data from these changes have been largely positive. Second, we have modified procedures to make a more streamlined process for students seeking exceptions to academic regulations. Students now meet with AAC staff to determine the best course of action to complete the "Request for Exception to Academic Regulation" and to help assemble supporting documents, signatures and permissions. Many of the simpler/mundane requests can now be approved in the AAC without having to go to a larger committee, which creates extra work and costs the students in valuable time. Preliminary data indicate that these changes have been well received by students and faculty alike.
- The Center for Teaching and Learning issues an annual "Advisor Assessment Instrument" to all students which surveys them about their advising experience. The overall average for advisors on the 2015-2016 assessment was a 5.47/6.0 with 297 responses which is an increase from the previous year in terms of overall average and number of respondents. We attribute this increase to the enhanced workshops and training offered to faculty.

Activity 2:

Ensure that academic departments complete gap analyses and create action plans toward program improvements based on assessment results.

2015-2016 updates and assessments include the following:

A major part of the assessment process at Shepherd University entails having faculty and staff assessment facilitators from every unit report gaps and action plans. They all have to answer how they intend to use the results of their assessment to improve learning.

Some brief examples of recent improvements from assessment report data over our last assessment cycle (Shepherd adheres to a 1.5 year cycle) include the following:

- Based on their assessment findings, the Education Department saw the need to create a tutorial to better assist their students with the lesson planning process and to help standardize expectations before students begin student teaching.
- Based on their assessment findings, the Music Department saw the need to revisit and revise their major competency exam, thereby creating a clearer pathway to graduation for their students.
- Based on their assessment findings, the Chemistry Department adopted a standardized assessment tool so that they could better compare their majors to national benchmarks.
- Based on their assessment findings, both the Psychology and History Departments created pre- and post-tests to better assess their curricula and courses.

Assessment plan and report statuses (including the identification of gaps as well as action plans) for Shepherd departments and units are transparent and can be viewed easily via WEAVE [<http://app.weaveonline.com/login.aspx?ReturnUrl=%2f>], our assessment database.

Activity 3 (If applicable):

Ensure student civic engagement activities are promoted, evaluated, and aligned with student learning outcomes.

2015-2016 Updates and assessments include the following:

Service Learning projects are coordinated in conjunction with faculty by the Office of Student Community Services and Service Learning. Projects are chosen based on intended student learning outcomes of the course and community need. Service Learning opportunities requiring time sensitive scheduling, e.g. specific shifts, utilize the volunteer software Volgistics. All service learning courses are evaluated through an assessment of student learning at the end of the semester. In the 2015-2016 academic year, the total number of hours spent on service learning projects increased by 164 hours. In 2014/2015 the total number of hours spent on service learning projects was 10,491. In 2015/2016 the total number of hours spent on service learning projects was 10,655. The average number of hours spent on service learning projects per student increased approximately 35% from 15.1 in 2014/2015 to 23.1 in 2015/2016. Community service/volunteer opportunities are posted and marketed to students via RamPulse, websites, and presentations to classes, organizations, and clubs. Baseline, the assessment module of the newly initiated Campus Labs platform, is being utilized for service projects.”

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Dean Laura Renninger oversees the Center for Teaching and Learning and is responsible for reporting on campus-wide advising. Assistant Dean, Dr. Robert Warburton, is primarily responsible for campus advising and works closely with the faculty in the Advising Assistance Center. The Center for Teaching and Learning has financial, online, and hard copy resources available to support professional development of both staff and faculty. It also provides campus-wide workshops and informational sessions on advising for all faculty as well as for the First and Second-Year New Faculty Learning communities. The VPAA, deans, and department chairs provide support in the form of funding, information, and mentorship programs.

Activity 1: The annual cost for the WEAVE assessment software is \$12,200.

For activity 2 and activity 3, also include student affairs staff. The graduate assistant in this area receives a tuition waiver and employment dollars for a total of \$21,592.

Fiscal resources include the implementation of RAMPULSE through campus labs: \$9,464

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

See Section 4 for internal collaborations.

External entities would include organizations that provide these professional development opportunities, external program review consultants.

For activity 3, this would also include employers and organizations involved with service learning components.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

Support general and at-risk student populations to ensure retention and academic success.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Utilize and evaluate the Academic Support Center and TRIO services. The Center for Teaching and Learning documents usage of its support services and regularly runs reports analyzing the retention of these student populations.

2015-2016 Updates and assessments include the following:

In fall 2015, there were 2,335 tutoring appointments in the Academic Support Center (ASC). In spring 2016, there were 1,568 tutoring appointments in the Academic Support Center. Fall 2015 ASC survey data show that 61% of survey respondents felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 87.5% strongly agreed they likely would sign up for a tutor in the future. Our Spring 2016 ASC survey data show that 55% of survey respondents (n=67) felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 89% strongly agreed that they were likely to sign up for a tutor in the future.

TRiO/Student Support Services served 160 students in the 2015-16 year. Retention, academic success, and graduation rates are tracked annually. The program's retention rate was 85% and the student's good academic standing rate was 87%. This was our program's first 6-year graduate cohort and the graduation rate was 62%. The program had a total of 30 graduates in 2015-16. During the Fall 2016 term 38 new students were accepted into the program.

Activity 2:

2015-2016 Updates and assessments include the following:

The Beacon retention software was piloted in spring 2015. Currently, as part of its overall retention strategies, Shepherd is in the process of implementing faculty usage of Beacon for fall 2015 and beyond. As stated in the metric update form, Beacon will allow Shepherd to have a national norm for data related to cognitive and demographic areas that may cause students to be at risk. Additionally, Beacon provides the platform for all students to have a network of individuals from the University to provide support as they continue their education. This network can include faculty, advisors, coaches, residence life staff, Student Affairs professionals, and peer mentors.

Activity 3 (If applicable):

2015-2016 Updates and assessments include the following:

Shepherd has developed a new Retention Intervention Team (RIT) that is charged with the implementation of retention strategies, one of which is the implementation of the Beacon software. Along with responding to Beacon alerts, RIT members were asked to reach out to students during key points of the year, such as, during the advisement and registration period.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

Increase the number of experiential education opportunities offered in areas typically underrepresented in terms of cooperative education enrollment.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Identify the number of experiential education opportunities offered in each academic school. As described in the activity, the Director of Cooperative Education uses information from RAIL and co-op agreements to assess the number of students and sections.

2015-2016 Updates and assessments include the following:

For this time period (summer 2015 through summer 2016), the counts of Cooperative Education sections run in each academic school are:

Arts and Humanities: 4
Business and Social Sciences: 25
Education and Professional Studies: 3
Natural Sciences and Mathematics: 6

Total: 38 Sections of Cooperative Education Classes being offered.

This benchmark total will allow us to track progress over the remaining years of the compact.

Activity 2:

Work collaboratively with Deans and Department Chairs to create new sections of cooperative education classes in areas that have not offered these classes in the past.

Identify the number of new sections and subject areas created year-to-year, seeking to have opportunities in all areas that can offer these courses. Stakeholders will work with Deans and Department Chairs to encourage and assist with the establishment of these classes.

2015-2016 Updates and assessments include the following:

The Director of Co-Operative Education met on several occasions with Deans and/or Department Chairs from those areas that have traditionally offered co-op experiences. There was a Power Point presentation distributed to inform everyone as to how the program at Shepherd is to be administered.

There were ____ new sections created as they relate to Cooperative Education as there are certain academic areas that have traditionally served as the primary disciplines that serves our students. Future offerings would entail possible curricular changes to programs and the allocation of additional resources for co-op field supervisors and/or instructors of record.

Activity 3 (If applicable):

Work collaboratively with Deans and Department Chairs to consistently offer sections of cooperative education classes every academic term (Fall, Spring, and Summer Session III).

2015-2016 Updates and assessments include the following:

Note efforts in Activity 2 with department chairs and school deans.

The largest number of co-op courses are offered in the undergraduate business program. During the previous academic year, there were changes made within the Business Administration Department that had a negative impact on Co-op enrollment numbers as well as the quality of program as a whole.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: Most resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation.

Physical: No additional resources required.

Financial: The program is operating at capacity, so future growth will require more resources as noted in Activity 2.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, academic school deans and department chairs.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

Increase the enrollment numbers of underrepresented members of our student community in cooperative education opportunities.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Collaborate with the Multicultural Affairs and R.B.A. Offices to engage students who identify as non-traditional and/or ethnic minorities.

Stakeholders will reach out to identified students to encourage them to participate in cooperative education opportunities.

2015-2016 Updates and assessments include the following:

The Director of Co-Operative Education worked with the Director of Multicultural Affairs and the Director of the R.B.A. program during this period, all in an effort to work with under represented and non-traditional students. Whereas the enrollment numbers reflected that the program was operating at capacity (99) during this reporting period, that vast majority of students were identified as traditional or R.B. A. This data is difficult to track as we are relying on self-reported data in order to determine if a student is traditional versus non-traditional or an R.B.A. student.

Activity 2:

Collaborate with the University's TRiO Student Support Services program in an effort to engage students who are identified as "at risk."

2015-2016 Updates and assessments include the following:

In fall 2015, there were 2,335 tutoring appointments in the Academic Support Center (ASC). In spring 2016, there were 1,568 tutoring appointments in the Academic Support Center. Fall 2015 ASC survey data show that 61% of survey respondents felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 87.5% strongly agreed they likely would sign up for a tutor in the future. Our Spring 2016 ASC survey data show that 55% of survey respondents (n=67) felt that their tutoring experience was a strong factor in their academic success, retention, and persistence to graduation. While 89% strongly agreed that they were likely to sign up for a tutor in the future.

TRiO/Student Support Services served 160 students in the 2015-16 year. Retention, academic success, and graduation rates are tracked annually. The program's retention rate was 85% and the student's good academic standing rate was 87%. This was our program's first 6-year graduate cohort and the graduation rate was 62%. The program had a total of 30 graduates in 2015-16. During the Fall 2016 term 38 new students were accepted into the program.

In terms of co-operative education, the Director of Co-op reached out to all relevant staff from the TRiO program in an effort to promote that co-op program to students from this department. Staff members were presented with co-op listings and and step by step instructions which outline how a student could enroll in the program and a Power Point presentation regarding co-op. The department is relying on students to self report their involvement in the TRiO program. An additional point to consider is the fact that co-op is promoted equitably campus wide and enrollment is on a first-come, first-served basis. There are no spots which are reserved for a specific section of the student body. Be advised that the co-op program operated at capacity for the reporting period.

Activity 3 (If applicable):

Collaborate with Institutional Research, Academic Support and Student Success offices to engage students who are on academic probation.

The "second suspension recovery contract for readmitted students" was an Admissions and Credits (A&C) Committee plan that was adopted starting Fall 2014. The primary conditions of the contract require that students returning from a second suspension maintain a minimum semester gpa of a 2.3 or higher and complete all courses that they are registered for. The course plan is determined by the Director of the Academic Support Center as well as the student's primary academic advisor. The statistics during the initiation of this program demonstrate significant gpa improvements and retention rates.

2015-2106 Updates and assessments include the following:

Fall 2015 A total of 5 students enrolled in the Second Suspension Recovery Contract. One student withdrew on 9/15/15 which moved his contract to automatic academic dismissal per the conditions of the contract. Of the remaining 4 students 1 (or 20%) met the terms of the contract successfully. This student should be highlighted for the fact that he earned a 3.75 gpa at midterms and a final 4.0 term gpa. This student has been retained at Shepherd for the past following 3 consecutive semesters. Three students (80%) moved to Academic Dismissal. Midterm grades for these three cases indicated two between 0.8-1.67 while the third had a 2.38. It appears that midterm grades are fairly accurate at reflecting the end result of students in this cohort.

In relation to co-operative education, we were not able to progress in accomplishing this activity and one of the issues that must be considered is the total number of working parts that must come together to reach this goal. Whereas it is not difficult to identify those students that are on academic probation, we must realize that it is the co-op faculty supervisor as well as the department chair who must promote the program to this segment of our student population and ultimately approve a student's participation in a relevant co-op class. Additional point to consider is the fact that co-op is promoted equitably campus wide and enrollment is on a first come first serve basis. There are no spots which are reserved for a specific section of the student body. Be advised that the co-op program operated at capacity for the reporting period.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: Resources are encompassed by the normal job duties of the stakeholders listed as responsible for implementation (Box 5).

Physical: No additional resources required.

Financial: Tracking at-risk students through Beacon retention software, with a start-up cost of \$16,224.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal entities include: Dr. Robert Warburton, Assistant Dean for Teaching & Learning, Mr. Joe Jefferson, Director of Cooperative Education, Office of Multi-Cultural Student Affairs, Academic Support and TRiO SSS staff. Additionally Office of Institutional Research and Retention Intervention Team.

External: Employers who offer opportunities for Shepherd's Students in co-operative education.

6. Use the space below to provide **additional information or comments** related to this strategy.

The activities related to at-risk students reach across all targeted student populations.
Reference link: <http://www.shepherd.edu/cooperative-education>

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Compact Update Instructions

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1. Provide a **brief summary** of the strategy.

Enhance institutional career readiness programs for students.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Publicize and increase student awareness of and engagement with career advising.

As part of the services provided through the Advising Assistance Center, from Fall 2016 and ongoing throughout the compact cycle, Shepherd will aim to increase awareness of events and opportunities for both internal and external stakeholders.

2015-2016 updates and assessments include the following:

- Strong Interest Inventory has been completed by and interpreted for 97 students.
- Advertising of career services offered and College Central Network was accomplished via campus-wide use of fliers, faculty and student emails, university platform- RamPulse, as well as classroom presentations, workshops and information sessions.
- Career Services provided weekly workshops throughout Fall 2015 and Spring 2016 semesters.
- Career Services has partnered with Financial Aid, Student Activities and Leadership, Athletics Department, Residence Life, and Program Board to provide programming for students and increase the overall engagement.
- Students in First Year Experience courses were educated on career services provided by Shepherd University and encouraged to utilize them throughout their college career.

The biggest challenge continues to be motivating students to participate in workshops and events.

Activity 2:

Continue to work with students prior to graduation to ensure their future plans include career placement and/or graduate school. This includes increasing the number of students utilizing the College Central Network and participating in career fairs.

As part of the services provided through the Advising Assistance Center, from Fall 2016 and ongoing throughout the compact cycle, Shepherd will aim to work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation.

2015-2016 updates and assessments include the following:

- College Central Network- 119 new student accounts and 178 new employer accounts were created.
- Students were provided with information sessions on the Federal application process and the Office of Personnel Management (including internship and fellowship programs provided)
- 137 students participated in the career fair.
- Career Services' staff critiqued 276 resumes and is continuously providing help with statements of purpose, cover letters, and other career related documents.
- 81 students (from English capstone, Music capstone and two Recreation and Leisure studies practicum courses) participated in mock interview practice with Career Services' staff.
- More than 290 students were educated via workshops, classroom presentations, and information sessions
- RAMP Up Your Career - a new career focused event for student athletes has been implemented. 17 student athletes have attended the first event that included a panel discussion with 4 Shepherd alumni student athletes.

While participation in the College Central Network dropped, more students had their resume reviewed by Career Services and also participated in mock interviews.

Activity 3 (If applicable):

Continue to track graduating seniors and alumni in order to assess the effectiveness of career advising efforts and initiatives.

As part of the services provided through the Advising Assistance Center, from Fall 2016 and ongoing throughout the compact cycle, Shepherd will aim to work with all students, particularly in capstone courses, in order to provide ongoing support for career preparation and then track their future plans through the survey tools.

2015-2016 updates and assessments include the following:

- Presentations and workshops were provided in capstone courses in a variety of departments, such as English, Communication and New Media, Music, and Recreation and Leisure Studies.
- Future Destination Survey has been administered at the Commencement in May 2015, yielding 306 responses. 77% of graduates indicated that their "most likely activity upon graduation" will be full-time employment, while 23% indicated their most likely activity will be full-time graduate studies (the survey allowed for selection of multiple options).

For the Future Destination Survey, there was a drop in responses from 372 to 306 from the previous year.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human:

Dr. Robert Warburton (Assistant Dean for Teaching & Learning), Ms. Radka Ferancova (Career Advisor), Melissa Hilleary (Career Service Graduate Assistant), Advising Assistance Center staff

Physical:

Facilities utilized for workshops and events.

Financial:

College Central Network - \$2278 (half of this cost is covered by Career Services and half by Cooperative Education)
Cost of career fairs and other events- \$3440
Strong Interest Inventory- \$1160
Printing costs-\$500
Graduate Assistant-\$21,592

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal entities include:

Dr. Robert Warburton (Assistant Dean for Teaching & Learning), Ms. Radka Ferancova (Career Advisor), Advising Assistance Center staff, Academic Support Center staff, academic school deans and department chairs, student affairs professional staff, faculty who invites Career Services to speak in their classes or aid in notifying students; Financial Aid Program Board, Student Activities and Leadership, Athletics Department

External entities include:

Employers who:

- offered employment opportunities for Shepherd students
- participated in the career fair
- presented to students during information sessions
- professional presenter for Federal Employment Information Session

6. Use the space below to provide **additional information or comments** related to this strategy.

The activities in this plan reach across all target student populations at both the undergraduate and graduate levels.

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1. Provide a *brief summary* of the strategy.

In the P-12 system, enhance awareness and prepare prospective students on how to navigate the pathways to higher education at Shepherd University.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Enhance the existing "Unpacking the College Experience" program to include faculty participation. This would require a faculty member to visit the schools with an Admissions Counselor.

Assessment: Assess the number of faculty members making classroom visits, with the goal of increasing the number year-to-year during the compact cycle.

2015-2016 Update and assessment:

While the grant to fund this program ended, Shepherd continues to bring middle school-aged students to campus while providing campus tours and educational presentations. The number of groups and students hosted is addressed in activity #2. We will not report on this activity due to it being discontinued.

Activity 2:

Host additional "College in Six" (6th Graders) groups on campus with the help of Student Affairs and faculty members. Because of limited staffing, the Office of Admissions currently hosts only two groups of 6th graders each year. If we can involve more offices and groups on campus, Shepherd can host additional schools, allowing us to reach a larger population.

2015-2016 Updates and assessments include the following:

Shepherd University hosted a number of middle-school groups during the 2015-2016 academic year. Over 1500 students ranging from 5th-8th grade visited campus to receive a tour and presentation about college ("Unpacking the College Experience"). Most of the groups stay on campus to mix with college-age students during lunch in the dining hall.

Shepherd also continued its RAM Scholars program, which included four summer camps in 2016 in Robotics, Film Making, Writing and Advanced Robotics.

Activity 3 (If applicable):

Attend local middle and high school career and college events. This requires faculty and staff to contact local middle and high schools to inform them of Shepherd University's interest to participate in their career and college fair events.

This activity has been delayed until the 16-17 academic year.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity #1: Human and financial resources are currently covered through position responsibilities for stakeholders listed in section a and through the operating recruitment budget(s) of the Division of Enrollment Management.

Activity #2: Human and Physical resources were employed to coordinate and provide tours to a record number of middle-school students. Staff members from the Office of Admissions scheduled and coordinated group visits. Student Ambassadors provided campus tours and Admissions Counselors provided group presentations,

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal stakeholders are listed in Box #4.

Additionally, Dining Services assisted in providing ample space for students to sit and eat lunch during visits. Some schools worked with the Director of Auxiliary Enterprises to coordinate and purchase student lunches.

External stakeholders would include partner school systems and schools in area P-12 systems.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

Non-Traditional and working Adults: Increase community and regional awareness of the programs and services offered for adult learners at Shepherd University

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Implement WV Rocks with a signed MOU and offer minimum of 3-4 courses per term (fall, spring and summer). The out of state waiver continues to be offered to recruit students for the RBA program and create more competitive tuition.

A new Enrollment Specialist was hired in November 2015 to assist with recruiting new students. The ES has focused on expanding out of state enrollment as well as interacting with local agencies to connect with the Veterans Administration and other businesses that support Veterans.

The biggest challenges continue to be identifying prospects for the RBA program as well as bringing out of state students to the Panhandle. Since we have limited online classes, we focus on highlighting the value of hybrid classes to mitigate the commute. The I-81 corridor has competition in Hagerstown (University of MD-Hagerstown) and Virginia (Shenandoah), as well as north into Franklin County, PA (Shippensburg). Opportunities for out of state students to pay less tuition, take online classes or avoid traveling to Martinsburg remain the challenge to out of state recruiting.

The Enrollment Specialist has partnered with the Alumni Association to participate (CARE) Council for Alumni Recruitment and Engagement to attend events and increase Martinsburg Center awareness.

In February 2016, a remote recruiting event was held in Franklin County, PA. The weather was a deterrent; however, staff continue to look for ways to raise awareness and provide information regarding programs through alternative means and external recruiting events (job fairs, transfer fairs, college fairs, mall/trade shows, presentations at local libraries).

Finally, the Enrollment Specialist helped extend partnerships with local media to create public service announcements to help share information on local events. In addition, the ES participated in some local radio shows on-air to promote such events. Social Media was more consistently utilized for program/event awareness.

Activity 2:

Increase the areas of concentration, with a minimum of two areas of emphasis in the Regents of Bachelor of Arts (R.B.A.)

Three concentrations now exist for RBA: Business, Social Issues and Health. The RBA coordinator has considered a fourth concentration in early education or some other supplement to education, which will be assessed in the upcoming year.

The RBA program has not offered a Saturday class. The recommendation has been made, but not implemented. Providing convenient and accessible class times with limited online sections continues to be an opportunity. The opportunity will be brought before the Deans Council with the expectation to increase or soon offer Saturday section(s).

The RN to BSN program coordinator has partnered with the RBA Coordinator to identify classes that could be mutually beneficial to both programs. This partnership between the two programs could increase the availability of core courses. There are currently 16 students enrolled in this program.

The accelerated MBA program could also be attractive to RBA students. The 4+1 program will allow an RBA student to apply up to 3 MBA classes towards completion of the RBA program at undergraduate tuition rates.

A number of students do take courses through WV Rocks:

FA15	4 classes	45 students
SP16	6 classes	33 students
SU16	3 classes	12 students
FA16	6 classes	52 students

The total for the 2015-2016 academic year is 80 students.

Activity 3 (If applicable):

Participate in business partnerships by identifying opportunities to network and support local education initiatives.

There are now 37 partnerships that allow for tuition discounts as an employee benefit. The Enrollment Specialist has targeted out of state entities and participated in chamber related events to increase awareness.

<http://www.shepherd.edu/martinsburg-center/strategic-alliance-partnerships-and-affiliates>

The Martinsburg Center continued to host community events throughout 2015-16. Students, alumni and members of the community were invited to participate in activities designed to provide a service as well as educate the area about learning opportunities in the center. These activities included a visit from Senator Joe Manchin in 2015 when his office opened in the same building. In addition, the center hosted the American Red Cross for several blood drives, a Job Fair in October 2015 (in which over 100 visitors attended), Open Houses and a Rapid Registration in December 2015 in partnership with the Registrar's office and Financial Aid to help expedite the acceptance process for students. As mentioned in Activity 1, SU-Martinsburg also hosted an event in Franklin County, PA (February 2016) as well as an event in down town Martinsburg (June 2016).

So far, since the implementation, 12 students have utilized the out of state grant for the RBA program.

The SAP has generated the following enrollment: Overall: 89

Graduated: 28

16/SP: 31

15/SU: 24

15/FA: 31

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: Martinsburg Center Director and Staff, RBA program directors

Physical: Physical space in the learning commons for the RBA program on the Shepherd campus and the physical space at the Martinsburg Center.

Financial: During 2015-2016, Shepherd paid \$34,380 to WVNET for enrollments in the WVROCKS program.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal stakeholders are listed in Box #4.

External entities include WVROCKS staff and faculty members, Community Veterans Engagement Board, Boards of Education, Chambers of Commerce (4 chambers participate as partners and assist with creating awareness) as well as other Strategic Alliance Partners.

6. Use the space below to provide **additional information or comments** related to this strategy.

The Strategic Alliance Partnerships have helped create new opportunities. For example, the partnership with local hospital systems has generated collaborative college fairs. The partnership also helped to create cohort enrollment opportunities. We also expect to penetrate large employers in the upcoming year (First Data) as a result of increased partnership and community engagement from the last year.

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1. Provide a *brief summary* of the strategy.

Develop guidelines to codify advisory board policies, including a process for bringing institutional advisory boards together on an annual or semi-annual basis and hold first meeting of advisory board groups to identify critical regional issues and work to develop strategies for addressing those issues.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

With a number of advisory boards and councils on campus, there has been some movement to codify policies, board membership and a meeting of all groups on campus. Developments during 2015-2016 are listed below:

- The MBA program put together a multi disciplinary advisory council to host an MBA Summit entitled: Re-inventing West Virginia: Respecting the Heritage and Expecting the Future. The event will have multiple focus areas and will take place in March 2017.
- The MBA program continues to bring together three of its advisory groups for joint meetings once a semester: MBA Advisory Council, MBA Faculty Group and the MBA Student Advisory Council. This has allowed internal and external stakeholders to efficiently use resources, discuss new projects and address program content.
- Advisory councils exist for accredited programs such as Business, Education, Music, Nursing and Social Work and also for other programs like Accounting. New advisory councils include the Business School 2020 Advisory group charged with developing funding for a new School of Business and a re-formatted Music program advisory council.
- University fundraising operations have identified the purpose of these advisory councils to advance targeted revenue generation, visibility and reputation with specific academic and co-curricular programs. Advisory Councils should consist of prominent and influential external volunteers that represent a diverse cross-section of university stakeholders that are in compliance with programmatic and regional accreditation standards.
- Under the leadership of President Hendrix, meetings and discussions have occurred with key community stakeholders to discuss enhancement and renovation of a few facilities, parking challenges, and the cooperation between Shepherd University and the local police department. This also includes discussions to launch a Center for Innovation to nurture the entrepreneurial spirit of our faculty, staff and students in partnership with the community and region.

Activity 2:

Use data and findings from external reports, such as the recent consultant's report for Shepherd's business programs to guide institutional strategic decision-making as it relates to the greater good of the region. One example of this report's findings is the possible revision of Shepherd's academic organizational structure.

2015-2016 Updates and Assessments include the following:

To address findings that occurred in student and staff surveys conducted by NSSE and the HLC, President Hendrix formed a special advisory committee to address the issues of IT infrastructure, service and communication on campus.

Gerard C. Hourigan, Vice President and Chief Information Officer at Cuyahoga Community College was retained by the Special Advisory Group to the President (Advisory Group) at Shepherd University, Shepherdstown, West Virginia to assist in the review of the Information Technology Department for the purpose of providing a non-bias review, assessment of capabilities and provide recommendations for the strategic and operational improvement to the University's technology department.

A two-day site visit occurred during the week of August 8, 2016, at which time Mr. Hourigan engaged in a comprehensive interview process with nearly 100 university leadership, IT stakeholders and IT staff.

After the site visit to assess the IT operations, and after conducting interviews with the aforementioned stakeholders, Mr. Hourigan met with President Hendrix, Provost Ames and separately with William Sommers in a debriefing. As a result of the findings by the consultant, the following improvements have occurred:

- Use of a ticket system to prioritize projects and track completion times;
- Development of a timeline and implementation plans for increased Wi-fi coverage throughout the campus;
- Implementation of guest Wi-fi in targeted areas, with communication regarding plans for guest Wi-fi throughout campus.
- Implementation of SPSS23;
- Increased emphasis on user support and customer service.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Activity #1: Members of Executive Staff and the President's Office, Deans Council, Department Chairs and other units on campus encompass key human resources. Initial physical and financial resources are included in the current facilities and operating budget of the institution. Future initiatives may include plans for facilities upgrades in relation to the Center for Regional Innovation.

Activity #2: Cost of external consultant and the cost of the visit: \$6,500.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Activity #1: Internal collaborators include MBA faculty, advisory council members that are faculty, Associate Provost and Advancement/Foundation staff. External collaborators include clinical partners for the nursing and education program, advisory council members that represent health care, data and other businesses in the area.

Activity #2: Internal collaborators include the VP for Finance, IT director and staff, IT Advisory Council members (faculty and staff), and Dr. Gerald Hourigan, the IT consultant.

6. Use the space below to provide **additional information or comments** related to this strategy.

As Shepherd continues to seek external funding sources to continue quality academic offerings, create public/private partnerships and become a center for developing new technologies that transform the local, state and regional economy, we will continue to seek input from those experts who can provide relevant information that will lead to successful outcomes.

These initiatives will lead to the development of new technology, academic programs, services for our students and the community, as well as provide important real-world experience for our students outside the classroom.

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1. Provide a *brief summary* of the strategy.

In order to build an educated work force, strengthen collaboration between Shepherd University, the P-12 system and potential employers.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Work with public school systems in the region to ensure adequate, appropriate, and fair levels of funding.

2015-2016 Updates and assessments include the following:

The implementation of CAEP standards and accreditation has warranted increased contact with the P-12 system in re: to supervising teacher qualifications, recruitment of qualified student teacher candidates, as well as follow-up in terms of student success. Additionally, Shepherd has reassigned one administrator who will be the Assistant Provost for Academic Community Outreach to aid in initiating and coordinating new outreach programs that bring prospective students and their teachers to campus and build regional awareness of Shepherd University.

Shepherd has agreements with Blue Ridge Community and Technical College, as well as Eastern West Virginia Community and Technical College, that facilitate transfer from those institutions into Shepherd's four-year teacher education programs. Shepherd faculty worked with stakeholders at Blue Ridge and Eastern WV to align curriculum to allow for a smoother transition that allows students to continue to progress towards degree completion. Currently there are 11 students at Eastern WV in this program and there are around 80 students in the education program at Blue Ridge CTC. This required consultation in re: to course articulation, accreditation standards, and in some cases, Shepherd's faculty teaching courses at those institutions. Actual numbers at the time of transfer (2017 and beyond) will most likely be lower.

Activity 2:

Strive to improve healthcare in the region, increasing the number of baccalaureate- and doctorally- prepared nurses.

2015-2016 Updates and assessments include the following:

- The Shepherd University Department of Nursing hosted a conference exploring the region's growing opioid problem. The conference, titled "The Hidden Epidemic of Opioid Abuse in West Virginia's Eastern Panhandle," was held Friday, September 16, at Erma Ora Byrd Hall. Nursing professionals were also able to obtain CEUs for attending. There was also press, local official and also Congressman Mooney in attendance.
- Both the undergraduate and graduate programs underwent accreditation visits with Commission on Collegiate Nursing Education. Both the BSN, RN-BSN and DNP programs met all standards with no concerns and no areas for followup.
- The RN-BSN program is now located solely at Shepherd's addition location in Martinsburg. Work in this area has yielded increased interest in the RN-BSN program, growing from 7 to 16 students currently enrolled. Over the past year, 5 students graduated from the program. A cohort has been developed with Valley College, with future cohorts of students coming out-of-state from Frederick, MD and Winchester, VA areas. The organizations include: Berkeley Medical Center, Jefferson Medical Center, VA Medical Center, and Chambersburg Hospital which is known as Summit Health.
- The Doctor of Nursing Practice (DNP) program began in fall 2015 with a cohort of 16 students, mostly in the Family Nurse Practitioner track. An alternative to research-focused doctoral programs, the DNP advances professional nursing roles in clinical practice (Family Nurse Practitioner), and nursing leadership (administration). The program is designed to produce leaders who embrace health care reform and are advocates for vulnerable populations. Graduates will integrate theory and practice in areas of health policy and law, administration, business, evaluation, systems, population health, and evidence based practices. Reference link: <http://www.shepherd.edu/dnp>. A second cohort of 13 students was admitted in Fall 2016, with MSN-qualified nurses eligible to join the first cohort in Summer 2017 for the doctoral-level nursing courses and final project. We expect the first class of graduates in August 2018.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

Human: A new nursing faculty member was hired specifically for the DNP program, and two program specialists, who are targeted with recruiting are on board at the Martinsburg Center. One of these positions is specially focused on the RN-BSN program, while the other position has responsibilities to recruit for all programs offered through the Martinsburg Center.

Physical: Office space is specifically dedicated to these programs in the Martinsburg Center, outside of the normal classroom facilities required both on the Shepherdstown campus and the location in Martinsburg.

Financial: CCNE Accreditation visits (\$26,000), office equipment (\$6,500), medical equipment (\$5,500) and software costs (\$7,000) and administrative assistant for the RN-BSN and DNP programs (\$15,275).

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal consults: Department of Nursing Faculty, Department of Education Faculty, Professional Unit Education Council Members, Provost, Graduate Dean, Enrollment Management.

External: Strategic Alliance Partners through the Martinsburg Center, including a number of health-related organizations and the CCNE evaluators.

6. Use the space below to provide **additional information or comments** related to this strategy.

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1. Provide a *brief summary* of the strategy.

In looking at the current CDR, Shepherd examined best practices in the field, including current efforts at promoting financial literacy. The institution assesses the effectiveness of its efforts to promote financial literacy with a goal to lower the student loan default rate.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Conduct financial literacy courses as part of the First-Year Experience Program. The financial literacy courses will be focused on our undergraduate population to, 1) improve their understanding of financial concepts and services, 2) empower them to make informed financial choices, and 3) take action to improve their present and long-term financial well being.

2015-2016 Updates and assessments include the following:

Financial Aid staff presented information in thirteen FYEX courses during the 2015-2016 academic year, reaching upwards of 160 students across a broad range of majors and interests. Students were genuinely interested in presentations and engaged with well thought out questions. Feedback from FYEX professors has been positive and has resulted in repeat invitations to speak to subsequent classes.

One FYEX section each semester is dedicated to Financial Literacy taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first year students, including those who have been provisionally accepted, are able to take this class.

A goal for 2016-2017 is to offer additional FYEX sections dedicated to Financial Literacy.

Activity 2:

Financial Literacy would be a component of the required presentations for TRiO students.

2015-2016 Updates and assessments include the following:

Financial Aid partnered with PNC Bank to provide a series of Financial Literacy Workshops to students through the TRiO Student Support Services office. These workshops were open to all students; however, they were a requirement for students in the TRiO program. Topics included Financial Aid, Responsible Borrowing, Credit Card Usage, and Budgeting. Over the series of four presentations, at least 75 students attended. All of the feedback received from students was positive, with many stating that they learned something new about personal financial wellness through these events.

Activity 3 (If applicable):

Financial Literacy would be a component of the required class for provisionally admitted students.

2015-2016 Updates and assessments include the following:

Financial Aid staff presented information in thirteen FYEX courses during the 2015-2016 academic year, reaching upwards of 160 students across a broad range of majors and interests.

One FYEX section each semester is dedicated to Financial Literacy taught by a Financial Aid staff member. This class covers a variety of topics concerning Financial Literacy including, but not limited to Financial Aid, Credit Scores, Loan Repayment, Identity Theft Precautions, and Personal Budgeting. All first year students, including those who have been provisionally accepted, are able to take this class. The enrollment for Fall 2015 was 11 students.

A goal for 2016-2017 is to offer additional FYEX sections dedicated to Financial Literacy.

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

In addition to the regular duties of the Office of Financial Aid, specifically counselors, and counselors in the Academic Advising Center. Future funding would be required for implementation of the assessment activity (PISA test).

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

In general, this is the responsibility of the following:

Director of Financial Aid (J. Cabral), Office of Financial Aid (various), Academic Advisement Center (C. Reich), Dean for Teaching, Learning and Instructional Resources (R. Warburton), Office of Financial Aid, Academic Advisors, Director or TRiO Student Support Services, Department Chairs, and Faculty.

Internal: Director of Financial Aid (J. Cabral), Office of Financial Aid, Academic Department Chairs (various), and Faculty (various).

External: Guest speakers about financial literacy

6. Use the space below to provide **additional information or comments** related to this strategy.

While the Compact, and this strategy specifically, went into place in 2014-2015, the Office of Financial Aid has been making Financial Literacy a priority for much longer. Having the opportunity to engage with students in small groups within the FYEX classes and other freshmen seminars has been key. Being able to stress the importance of financial literacy along with Financial Aid and how one impacts the other during a student's freshman year can have a large impact on their personal finances, and as a result, improve default rates over time.

Financial Aid plans to continue to pick up momentum where Financial Literacy is concerned. We hope that the positive feed back from students and professors who have attended our presentations spreads and garners more interest within the campus community to not only learn about financial literacy but to put the concepts learned into place to achieve results such as less indebtedness among students and a lower default rate for Shepherd University.

In addition to going into freshman level classes to give presentations, Financial Aid plans to host financial literacy workshops, as we have in the past, open to the university community. These workshops would bring in external guest speakers to expound upon topics introduced in Financial Aid presentations.

Leading the Way Access. Success. Impact.

Compact Update Instructions

1. Complete one form for each strategy in the institutional Compact. For comprehensive plans, complete one form for each strategy within the plan.
2. Instructions for saving completed forms are provided at the end of the document.
3. The institutional Compact coordinator should submit all completed forms as multiple attachments in a **single email** to compactupdate@wvhepc.edu.

1. Provide a *brief summary* of the strategy.

Promote Financial Awareness through Financial Aid Counseling.

2. Provide a brief update on each activity within this strategy (include information on success, challenges, and changes where applicable). What **assessments**, if any, have been conducted? What were the outcomes of those assessments and what actions, if any, were taken as a result?

Activity 1:

Conduct exit counseling for graduating seniors and graduate students with student loan debt each semester- August, December and May. Students are required to complete the federally required Exit Counseling session on-line at www.studentloans.gov. Exit counseling educates students on their rights and responsibilities in repaying their federal student loans. Exit counseling also gives students a realistic view of how much to expect their loan payments to be and gives them the opportunity to choose a repayment plan that best suits their financial status to allow them to remain current on their loans and avoid default.

2015-2016 Updates and assessments include the following:

Exit Counseling is completed 100% on-line. If students have questions or do not have access to a computer, they are encouraged to complete the Exit Counseling session in the Office of Financial Aid. This allows a Financial Aid team member to assist the student and answer any questions that may come up during the Exit Counseling session, whether it is a question about the payment plan options or the amount that they have borrowed.

Students required to complete the Exit Counseling session are notified via email and letter correspondence by our office at least 4 times along with a brochure outlining the guidelines of exit counseling. Students are notified two times before graduation, once during the month of graduation, and once the month after graduation. This will allow time for the student to react and complete exit counseling when convenient for them. As of September 2016, 74% of 2015-2016 graduates have completed Exit Counseling; an increase from the previous year.

August Grads= 47/66= 71%

December Grads= 146/190= 77%

May Grads= 290/393=74%

Activity 2:

During the spring semester, all students will be encouraged to complete Financial Awareness Counseling at www.studentloans.gov. Financial Awareness Counseling educates students on their student loan debt, budget management, and loan repayment. Shepherd will be notified when a student successfully completes the counseling session. As an enticement, those complete the counseling will be notified when a student successfully completes the counseling session. As an enticement, those complete the counseling will be entered into a drawing for a tablet.

During the spring 2016 semester, the Office of Financial Aid encouraged graduating students to complete Exit Counseling on www.studentloans.gov. To encourage students to complete Exit Counseling, a presentation was developed and given several times around campus through TRiO and Career Services. Approximately 40 students attended the presentations that went in depth to explain repayment options, the importance of staying in contact with student loan servicers, as well as ways to stay out of default. Two reminder emails were sent out to graduating seniors in the Spring 2016 Semester encouraging them complete Exit Counseling as soon as possible as well.

Activity 3 (If applicable):

3. What **target populations or degree areas** are addressed by this strategy (if applicable)?

Populations:

- Low Income Adult Learner Underrepresented Minority
 Transfer Students Part-Time Students

Degree Areas:

- Health STEM STEM Education

4. What **resources** (human, physical, financial, etc.) have been employed to achieve the desired outcomes?

#1. Beyond the normal scope of responsibility for financial aid and academic advisors/counselors, means of communication regarding completing the counseling session would need to be addressed.

#2. Human resources would include directors and staff in the offices of Financial Aid and Academic Advisement Center. Physical resources would include the use of computers in the library and academic support center to allow students to complete the online counseling session. The parameters of these responsibilities fall under the normal duties of these stakeholders.

5. Describe any **collaborations** (internal or external) with other departments or organizations that have either resulted from or supported this strategy.

Internal: Director of Financial Aid, Office of Financial Aid (various), Academic Advisement Center (C. Reich), Dean for Teaching, Learning and Instructional Resources (R. Warburton), Academic Advisors (various).

6. Use the space below to provide **additional information or comments** related to this strategy.

Going forward, the Office of Financial Aid plans to build and implement a formal communication plan for Financial Aid Awareness. A goal for this communication plan will be to lower Shepherd University's default rate by .5% for the next cohort. Included in this plan will be communication about Exit Counseling, Financial Literacy, FAFSA filing, and responsible borrowing. We plan to engage federal loan servicers in our attempt to reach out to students and recent graduates regarding their loan repayment options, as well as to provide resources to our current students.

In addition, a communication plan will also target delinquent borrowers to offer assistance with repayment questions and concerns.

**NOTICE OF INTENT TO AMEND
BOARD OF GOVERNORS POLICY 19,
ACADEMIC FREEDOM, PROFESSIONAL
RESPONSIBILITY, PROMOTION, AND TENURE**

Following a lengthy period of discussions among the faculty and between faculty representatives and the President and Provost, a substantial consensus is developing around several prospective amendments to the faculty personnel policies. Pursuant to the Board's Policy 4, relating to amendments of policies, and as required by State law, it is recommended that several specific categories of the faculty personnel policies be noticed for comment by the campus, with the goal of submitting formal recommendations of changes for adoption by the Board at a subsequent meeting.

Three specific modifications are proposed in the faculty personnel policies. First, consistent with a recommendation from the Faculty Senate, the criteria of Scholarly Work in the definition of the requirements for promotion in rank to the rank of Professor would be amended to include recognition of funded, refereed external grants as a contributing factor toward promotion. Section II.A.10 [Professor] (e.) would be amended.

Second, special provisions uniquely relating to annual evaluation of faculty in the Nursing Education program, which has been applied administratively during the past year, required by the State Board of Examiners of Registered Nurses. These provisions establish that the Department Chair prepares the formal annual performance evaluation for each faculty member in the department. Section II.A.14 would be amended.

Third, it is proposed that the faculty personnel policies be generally amended, throughout Section II, to establish the Provost as the final authority for faculty personnel actions, including promotion and tenure.

Specific proposals for the amendments to Section II would be distributed to all campus constituencies for full opportunities for comments. It is currently contemplated that the formal amendment of Policy 19 would be brought back to the Board for approval at the January 26, 2017 meeting.

The subsequent page contains a current copy of Section II, for reference.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the issuance of a Notice of Amendment of Policy 19, Academic Freedom, Professional Responsibility, Promotion, and Tenure as presented in the agenda materials of November 16, 2016, and directs the President to distribute the Notice to all required recipients as provided for in Policy 4, together with a summary of Policy 4's description of the manner in which comments will be received.

The Committee on Academic Advisement is responsible for determining, implementing, and assessing the effectiveness of the Academic Advisement Program of the University. The Committee meets monthly to discuss current issues in Academic Advisement, plan and conduct assessment activities, plan and provide Developmental Training Sessions and workshops for faculty, especially new faculty, and students and other activities and programs in an on-going effort to improve the effectiveness of the Academic Advisement Program on our campus. Through its three sub-committees, it produces *The Shepherd University Advisor's Handbook* , which it revises every other year and distributes to all faculty concurrent with the distribution of the new *Shepherd University Catalog*.

Allocation of New Full-Time Faculty Positions

Shepherd University will target a ratio of, on average, 20 FTE students per FTE equivalent faculty members. In addition, the University will strive to maintain, and possibly even decrease, the current proportion of credit hours taught by adjunct faculty members. There may be financial or other conditions that do not allow for this to occur in a given academic year, e.g., state funding is cut, student enrollment declines, etc.

For every 25 to 29 FTE students added to the University rolls, the University will, if possible, add one full-time faculty member and additional adjunct faculty members as needed to maintain the 20 to 1 FTE student-to-faculty ratio. This will allow Shepherd to maintain the current 20 to 1 overall student-to- faculty ratio without increasing the proportion of credit hours taught by adjunct faculty.

The Provost, after consultation with the academic deans, will make recommendations to the President about the allocation of new faculty lines. This allocation will be based on such factors as enrollment growth, or decline, in programs, University programmatic needs, etc. The appropriate process for positions shall be developed by the Provost after consultation with the academic deans.

II. Policies and Procedures

A. Faculty Personnel Policies

1. Definition of Faculty

The faculty are employed by the Board of Governors upon the recommendation of the President. Faculty fall into one of the following classifications:

Tenured: those faculty members who have attained the tenure status by official action of the President or the Board of Governors.

Tenure-Track: those faculty members who have been appointed by the President on a full-time basis and have been designated by the President as being in a tenure-track position.

Temporary: those faculty who have not been appointed in a *tenure-track* or tenured status. Their appointment may be full-time or part-time.

a. Distinction on the Basis of Full-Time/Part-Time

To be classified as full-time faculty, an individual must meet as a minimum the following conditions of employment as determined by the President:

- (1) Employment is in a specific position as delineated on a current and approved State expenditure schedule(s) as contrasted to casual or part-time help.
- (2) Employment for faculty is on a full academic year (at least nine months) contract basis for at least six semester credit hours teaching per semester or the equivalent in research, public service, and/or administrative responsibilities, and expressly designated on a Faculty Appointment Notice as “full-time.”

Part-time faculty appointments are not distinguished by any maximum number of credit hours. Each department has an approved policy and process for the oversight and evaluation of part-time faculty members.

It is the responsibility of the department, under the guidance of the respective Department Chair, Dean and the Provost, to ensure that this policy and process is maintained.

Term: Those faculty members who have been appointed as instructional faculty for a specified term of semesters or years as defined in the appointment agreement. The appointment may be full-time or part-time. While a full-time term faculty member is eligible to receive reappointment to additional terms, no single term may exceed three years. No number of term appointments shall create any presumption of a right to appointment as tenure-track or tenured faculty. Such full-time appointments will not exceed ten percent of the total number of full-time faculty at the institution.

b. Tenure-Track Status

When a full-time faculty member is appointed on other than a temporary or tenured basis, the appointment is tenure-track. During the tenure-track period, the terms and conditions of every appointment will be stated in writing with a copy of the

agreement furnished the individual concerned. Generally the appointment letter may be expected between June 10 and June 30 each year.

In order to aid and to evaluate tenure-track status faculty, the President or any academic administrator with supervisory responsibility may conduct classroom observations.

The maximum period of tenure-track status shall normally not exceed seven years. Before completing the sixth year of a probationary appointment, any non-tenured faculty shall be given written notice of tenure or offered a one-year written terminal contract of employment. Generally, any applications for tenure prior to the 6th year of service will be premature and will not be granted. Under special circumstances, if requested by the faculty member and approved, a full-time tenure-track appointment may be converted to a part-time tenure-track appointment for a specified time period, normally not to exceed one calendar year. At the conclusion of the approved time period or extension thereof, the faculty member will return to a full-time tenure-track appointment or, if the faculty member chooses not to return to a full-time tenure-track appointment, the faculty member's employment will cease. Time spent in a part-time tenure-track appointment will not normally apply to the calculation of the years of service for the purposes of tenure or promotion, nor will it result in any de facto award of tenure.

Upon a written request by a tenure-track faculty member, and following review initially by the Department Chair and the Dean, the Provost may approve a suspension in the seven-year tenure track period. Upon approval, the tenure clock shall be tolled for one year. Generally, the circumstances for which a suspension of the tenure-clock may be granted would be: i) significant responsibilities with respect to elder or dependent care obligations, ii) disability, iii) chronic illness, iv) childbirth or adoption, or v) circumstances beyond the control of the faculty member when those circumstances significantly impede progress toward achieving tenure. Where a leave of absence or extension of the probationary period is granted, the individual's tenure track time frame shall be extended by the same period as the leave or extension. There is a very strong presumption against the approval of more than one request, but if the faculty member's initial employment is after the beginning of the Fall Semester but prior to the start of the Spring Semester, the faculty member may also request that the initial semester of service not be counted as a year of service for tenure or promotion purposes. If a suspension of the tenure clock is granted prior to the pre-tenure review, the tolling of the tenure clock also tolls the timeframe for pre-tenure review.

During the tenure-track period, contracts shall be issued on a year-to-year basis, and appointments may be terminated at the end of the contract period. During this tenure-track period, notices of non-reappointment may be issued for any reason that is not arbitrary, capricious, or without factual basis. Any documented recommendations of administrators relating to the decision for nonretention or dismissal shall be provided promptly to the faculty member upon written request.

After the decision regarding retention has been made by the President, she or he shall notify the tenure-track faculty of the decision as soon as practicable. In cases of nonretention of faculty who began service at the start of the fall term, formal notification shall be given:

- (1) not later than **March 1** of the first academic year of service
- (2) not later than **December 15** of the second academic year of service, and
- (3) at least one-year before the expiration of an appointment after two or more years of service with the University.

Failure to provide timely notice of non-retention to tenure-track faculty would lead to the offer of renewal of appointment for an additional year, but would not prejudice further continuation after that additional year.

Faculty appointed at times other than the beginning of the academic year may choose to have those periods of appointment equal to or greater than half an academic year considered as a full year for tenure purposes only. Tenure-track appointments for less than half an academic year may not be considered time in probationary status.

Following receipt of the notice of nonretention decision, the tenure-track faculty member may appeal such nonretention decision by following the grievance procedures.

c. Temporary Status

All full-time appointments to the faculty that are neither tenured nor tenure-track shall be classified as temporary. All temporary appointments shall be appointments only for the periods and for the purposes specified, with no additional interest or right obtained by the person appointed by virtue of such appointment. The employment of part-time faculty is made pursuant to the approval and supervision of the Provost, with the advice and recommendations of the respective department and Dean. Each Dean and the Provost review the qualifications and experience of prospective adjunct faculty. The appropriate balance in each department between the number of courses taught by full-time faculty and part-time faculty is also assessed. Department Chairs, under the direction of the respective School Dean, are responsible to ensure that adjuncts receive information regarding duties, responsibilities, and curricular issues. Deans provide an annual assessment of the teaching performance for adjunct faculty either directly or through the Department Chair.

All part-time faculty appointments are for a written, contractually agreed upon defined period of employment, with no credit toward "seniority," academic tenure, or other regular employment, unless otherwise expressly specified. A salary scale is used for adjuncts, which differentiates on the basis of highest degree held.

If the status of a faculty member changes from temporary to tenure-track, the time spent at the institution may, at the discretion of the President, be counted as part of the probationary period.

Faculty who hold temporary appointments, which may be part-time or full-time, are not subject to consideration for tenure, regardless of the number, nature, or time accumulated in such appointments.

Temporary full-time faculty appointments may be used if one or more of the following conditions prevail.

- (1) The position is funded by a grant, contract, or other source that is not a part of the regular and on-going source of operational funding.
- (2) The appointment is for temporary replacement of an individual on sabbatical or leave of absence. Such appointments outside tenure-track status may not exceed three years, and are subject to annual renewal.
- (3) The appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process. Such appointments outside tenure-track status may not exceed three years and are subject to annual renewal.
- (4) The position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs. Such appointment outside tenure-track status may not exceed six years and is subject to annual renewal.
- (5) The appointee is granted a primary appointment as an administrator or to perform other non-instructional duties, with a secondary appointment that is instructional in character. Any faculty rank or teaching would be considered temporary and renewable on an annual basis. The appointee must be notified in writing of the status of any faculty rank.
- (6) Shepherd University will employ visiting faculty at all ranks on a temporary basis. These positions will usually be filled at the assistant professor level on the basis of a year-to-year contract with a general maximum of three years per individual filling a visiting position. Visiting faculty will not participate in the third year tenure review process, but will be evaluated during the annual review process in the same manner as all other full-time faculty members. Visiting faculty will be eligible for insurance and other fringe benefits provided to full-time members of the

faculty as part of the State benefits program. A visiting faculty member may apply for a probationary position or tenure-earning position for which he or she is qualified, if a search for such a position is conducted by the university. A visiting faculty member will not, however, receive special consideration for such a position apart from consideration given to all applicants.

2. Expectations of Faculty

The following are expected of those who are employed as faculty at Shepherd University, especially those employed on a full-time tenured or tenure track appointment. New faculty will be mentored within their home departments.

a. Effective Teaching

Effective teaching is the product of such elements as: (1) competency in one's field which engenders the respect of one's colleagues; (2) interested effort and enthusiasm on the part of the instructor toward the students and their work; (3) demonstrated progress on the part of the students, as seen in their interest in learning, their desire for scholarship, and their effective effort toward self-improvement and cooperative endeavor.

b. Professional Growth

In addition to the actual accumulation of graduate credits, professional growth may be judged by evidence of scholarly interests such as active membership in societies of interest and pertinence, including attendance and active participation at meetings of such societies at the state, regional, and national level.

Philosophy, Guidelines and Procedures for the Allocation of Professional Development Monetary Support

Continued professional development is a reasonable expectation of full-time university faculty and faculty should actively seek opportunities for such development. Shepherd University has an institutional responsibility to encourage the continued professional development of its full-time faculty through the allocation of funding to help to defray costs related to involvement in activities which will enhance the abilities of its faculty to engage more effectively in the primary mission of undergraduate instruction.

Such development support may be directed to reimbursement of the costs of travel, lodging, meals and/or registration fees associated with participation in professional meetings or other formal activities of the individual academic disciplines. Any other

proposals for which support may be solicited (e.g. for research) should be clearly and directly related to the primary mission of each full-time faculty member as an instrument of undergraduate instruction.

It is both appropriate and necessary that procedures and policies be developed and adopted to provide the necessary elements of "quality control" and "quality assurance" for the benefit of faculty among all of the diverse disciplines and to be accountable to agencies external to the faculty of the several diverse disciplines. If it is true that the faculty of a particular department or discipline can easily recognize and evaluate the appropriateness and validity of professional development activities within that department or discipline, that department faculty should be able to explain, describe and justify such professional activity to external interests as well, including faculty of other disciplines.

At the beginning of each fiscal year, every academic department should be allocated, as a part of its operating budget, an amount of money designated for Professional Development. Generally, this amount will be proportional among departments with regard to the number of full-time, continuing faculty assigned to that department. Faculty on sabbatical leave will be included in any determination of this proportional allocation. Several academic departments have Professional Education Unit (PEU) faculty affiliated with them. Since these faculty are expected to participate in professional development as PEU members as well as in professional development for their chosen academic discipline, academic departments with PEU faculty will receive a supplementary allocation to support PEU-related professional activity. The level of such supplementary support will be determined by negotiation among the chairs of departments with PEU faculty, the Director of Teacher Education and the Provost.

Each academic department will establish a prioritized list and detail specific activities, which are recognized as being legitimate for enhancing or promoting undergraduate instruction within the discipline. This department list will include any recommendations regarding the proportion of total individual project costs (e.g. all, one half, travel only, up to a specified amount, etc.) which ordinarily should be funded and clearly state that department's criteria for constructing its priority. Copies of this prioritized list will be provided to the Chair of the Professional Development, Faculty Salary and Welfare Committee of the Senate, the Provost and the President of the University. These individuals will review the departmental documents and, if necessary, negotiate changes, which would insure institutional consistency.

Faculty wishing to obtain funding to support professional development activities will consult their departmental prioritized listing and will complete and submit a Professional Development Project Proposal form to the appropriate department chair. The chair will review the proposal and, after consultation with the faculty member making application, make a recommendation for support to the School Dean. The Provost may accept the recommendation of the School Dean and authorize the recommended level of support. If the Provost chooses to reject or modify the support level recommended it must be following consultation with the School Dean in question. It is

expected that the Provost would reject or modify the Dean's recommendation only due to the depletion of that school's budget allocation for professional development.

Any faculty member receiving money for reimbursement of approved professional development activities shall be required to prepare a brief (1-2 page), but informative summary of the activity that took place, outlining the degree of success with which the activity met the anticipated goals or ends specified in the project proposal document. This brief report shall be submitted to the Department Chair and School Dean no later than one calendar month following the completion or conclusion of the supported project or activity. The respective Chair and Dean will maintain a file of such reports and will provide a copy of each report to the Provost prior to the end of the academic year. Failure to submit such a report may jeopardize a faculty member's access to future professional development support.

c. Service to the University and Community

Members of the faculty are encouraged to take an active part in the professional and social life of the communities and area served by the University. Because the University is interested in maintaining constantly the good will and confidence of its constituencies and the public at large, it is expected that each faculty member will contribute something to the sum total of community goodwill. Areas where such contributions may be made are excellence in instruction, off-campus professional appearances, and membership/participation in civic or service organizations.

Demonstrated evidence of University service is expected and may be judged by willingness to:

- (1) participate actively in administrative and faculty projects, such as committee assignments, curriculum revisions, etc.;
- (2) accept and fulfill educational responsibilities outside the classroom, such as identification with movements of genuine educational character or those activities by which the University and the teacher come to greater prestige and usefulness in the community, state, and nation;
- (3) participate in forums, conferences, in-service work, addresses, etc., all of which play a part in public relations.

d. Earned Doctorate

All full-time faculty members employed at Shepherd University who do not have the doctorate from a recognized regionally accredited institution of higher education at the time of employment are expected to work progressively toward the doctorate unless there is a specific written agreement to the contrary at the time of their employment.

3. Academic Freedom and Responsibilities

Shepherd University supports the principles of academic freedom as espoused by the American Association of University Professors.

In accordance with the Board of Governors Policy 19, the University adopts the following tenets regarding academic freedom.

Academic freedom at West Virginia state colleges is necessary to enable the institutions to perform their societal obligation as established by the Legislature. The Shepherd University Board of Governors recognizes that the vigilant protection of constitutional freedoms is nowhere more vital than in the universities under its jurisdiction. Faculty members and students must always remain free to inquire, study, and evaluate.

Through the exercise of academic freedom, members of the academic community freely study, discuss, investigate, teach, conduct research, and publish, depending upon their particular role at the institution. To all of those members of the academic community who enjoy academic freedom, there are, commensurate with such freedom, certain responsibilities. All faculty members shall be entitled to full freedom in research and in the publication of the results of such research. Further, each faculty member is entitled to freedom in the classroom in discussing the subject taught. In addition, when faculty members speak or write as a citizen outside the college or university, they shall be free from institutional censorship or discipline.

The concept of academic freedom is accompanied by an equally important concept of academic responsibility. The faculty member at Shepherd University is a citizen, a member of a learned profession, and a representative of an educational institution. As such, a faculty member, together with all other members of the academic community, has the responsibility for protecting, defending, and promoting individual academic freedom for all members of the community. The faculty member is responsible also as a teacher for striving to speak with accuracy and with respect for the similar rights and responsibilities of others. In speaking only as an individual or for a limited group, the faculty member should not imply or claim to be a spokesperson for the institution.

4. Distribution of Workload

For a full-time teaching faculty member without administrative duties, the normal teaching load is twelve (12) credit hours per semester and twenty-four (24) credit hours per academic year, which is commensurate with the recommendations of the University's accrediting agencies and the Board of Governors. In determining semester hour loads, consideration is given to laboratory assignments, private music lessons, supervision of student teaching and coaching duties. It is also expected that a certain student credit hour production will be maintained in addition to the established credit hour load.

In addition to an assigned teaching load, each professor is expected to schedule a minimum of six (6) office hours per week for student consultation, except during advisement week and before and after exams. Service to the University is also an expected part of each faculty member's workload. Service load may consist of advising a student organization, committee service, and assisting at athletic events.

Off-campus and evening/weekend classes will be offered, when sufficient demand exists, as a part of the University's mission to the service area. Faculty members are expected to share in a fair and reasonable manner in these teaching obligations which are often at other than preferred times and locations. Evening classes and off-campus teaching will, in general, be considered a part of the regular teaching load. When off-campus teaching is by necessity in excess of the normal teaching load, additional compensation may be provided with the approval of the President.

A report of teaching loads, office hours, and service assignments is submitted at the beginning of each semester. The office of the Provost distributes forms for the collection of these data. A report on plans for outside consulting requires prior approval by the Provost. Changes must be updated as they occur. In addition to this official report, each faculty member is expected to post office hours on his or her office door or bulletin board for student use, as well as other faculty. A directory of faculty schedules and office hours is published by the Office of the Provost each year.

5. Overloads

The limitation of faculty teaching loads to 12 semester hours is very strongly supported. Students need and deserve the guidance and counseling which professors can give them as they progress through the undergraduate programs. Professors are encouraged to enrich their teaching through professional reading, continuing graduate study, and taking trips, which provide experiences, related to teaching assignments. Additional time should also be spent in service to the University and the community.

There may be circumstances, however, where the Department Chairs may need to recommend additional hours for a faculty member on a semester basis. Established reasons for approval of recommended overloads include: the teaching of an off-campus

course when other qualified personnel cannot be identified; the distributing of more equitable student credit hour loads among faculty; and the opportunity to teach a graduate course in the professor's specialized field.

Recommendations for faculty to teach beyond the normal 12-hour load are to be made according to the following guidelines.

- a. The respective Department and School Deans will make recommendations to the Provost on requests for extra courses to be taught.
- b. Faculty who hold the doctorate and/or who have special preparation in particular fields will receive first consideration for extra teaching assignments, especially those assignments which are remunerative.
- c. Faculty should use professional discretion in assuming any extra teaching assignments.
- d. Extra compensation for overload teaching will be authorized in a limited number of cases.

6. Summer Session

Each year, if the budget permits, there shall be a summer session consisting of one or two summer terms.

Determining who will teach in the summer sessions will depend upon a number of factors. It shall be the responsibility of the Provost to prepare a list of courses to be offered in the summer sessions. Chairs will recommend faculty they believe are qualified to teach the courses. A rotation plan for faculty members in the respective departments is very strongly encouraged. Priority will be given to faculty holding the doctorate. Individuals who have not earned the doctorate should use the summers to further their education.

Since summer enrollment is much lower than the regular academic year, the number of faculty used in the summer sessions is limited. Therefore, faculty not returning for the academic year following a summer session will not be offered summer employment. If a faculty member has signed a contract for summer teaching and resigns from Shepherd employment effective in August, the summer contract is terminable at the discretion of the University. In summary, summer employment is dependent upon a faculty member fulfilling his or her contract for the academic year following the summer teaching assignment.

All appointments for faculty members teaching in the summer session are subject to rescission if the classes do not meet minimum enrollment requirements, as determined by the Provost.

Courses with low enrollments (less than five (5) students) will be canceled by 5:30 p.m. the day before summer classes start in a given session, subject to the following condition. If the enrollment is less than five (5), the instructor will be contacted by the respective School Dean or his/her designee and asked if he/she wants to teach the course on a per student basis (one-tenth of full rate per student, based on the student count at the conclusion of the add/drop period). The course will remain only if the instructor opts to teach the course on the pro-rated salary basis. Instructors must be available from 4:00 p.m. to 5:30 p.m. on that day if they wish to be considered for the per-student rate. The School Deans will then notify the Registrar and the Provost. The Registrar will, after the 4:00 p.m. closing of registration on the first day, notify each School Dean of the courses with low enrollment.

Faculty members will be provided compensation for supervision of summer internships under the following conditions: (a) A faculty member will be paid at the full prevailing summer course rate per credit hour taught comparable to other faculty members with like degrees if ten (10) or more students register for summer internship credit under his or her direction. (b) If fewer than (10) students register for a given internship course, the faculty member will be paid on a pro-rated basis of 10% of the base pay rate per credit hour per student. (c) A faculty member will be paid for only one internship course section per summer session (Session I, Session II, or the entire summer session.) (d) The Curriculum and Instruction Committee offers the following guidelines of documentary materials expected for departments offering summer internships courses: (i) A written contract specifying the responsibilities of the faculty supervisor, student and internship in-site supervisor. (ii) A course syllabus. (iii) Documentation of student work (i.e., a journal, term paper, portfolio, or other form of documentation appropriate to the discipline.) (iv) The faculty supervisor and internship on-site supervisor communicate via paper or e-mail to ensure that the student is working satisfactorily, working the appropriate number of hours (i.e., 200 on-site hours is equivalent to 3 credit hours), and that the student's grade is based on the above. (v) The student's grade is to be awarded after completion of the internship (using the university - established rules for granting the grade of I (Incomplete) when necessary, in accordance with the rules established by The Admissions and Credits Committee.

7. Independent Study and One-On-One Teaching Under Restricted Conditions

Should a class section be removed from the course schedule in a given semester because of low registration, the department in which the class is housed may ask a faculty member or adjunct faculty member to provide an independent study course for a student in the closed class section. The faculty member will be paid \$150 per three (3) credit hour independent student course that he or she teaches under this policy. This course will be designated on the student's transcript as equivalent to the canceled course.

The following condition must be met for a contract to conduct an independent study course to be issued under this policy: The student is scheduled to graduate in the semester in which the class was to be offered and no substitute course is available that semester to meet

the graduation requirement.

Reference here is made only to those courses that are usually taught in the standard class (10 or more students) arrangement and not to coops, internships and the like which must be considered as constituting a different topic. Assuming this, it seems clear that one-on-one teaching is demanding, requires as much if not more preparation than the usual classroom assignment, and should be considered an unusual demand upon any faculty member's time and course assignment. However, some unavoidable circumstances make it necessary that this type of course offering be an option. Given these understandings, the following are conditions under which such a course offering may be made:

In instances when a student is certifiably in his/her final year of study and the course is:

- a. required for his/her graduation or,
- b. cannot be substituted for with another course which is available,
and
- c. A course is canceled by the university due to low enrollment
or
- d. A course will not be offered, due to the department's sequence of course offerings until after the proposed (realistic) graduation date of a student. (This could happen in the case of a transfer student from another institution or one changing majors and/or minors.)
or
- e. An unavoidable conflict (university created) arises which precludes a student's taking a required course at the time it is available (i.e. requirement in the major offered at the same time as one in the minor or no space available in a multi-section required course except in one which is a conflict.)

8. Internships, Co-ops and Supervision of Experiential Learning

Certain courses for academic credit require faculty supervision of a student experience rather than teaching a course that meets the standard number of hours per week.

Internships and co-ops are not calculated as part of a faculty member's load or overload if the number of students supervised is fewer than ten. In those cases, faculty will be compensated at \$150 per student for such supervision. Departments may assign a course section in an internship or co-op as a regular course that is part of a faculty member's standard teaching load if the enrollment is ten or more.

Practicums, clinical experiences, student teaching and other internships specific to Nursing Education and Teacher Education are governed by accrediting board standards regarding the number of supervisions equal to one course in load credit and thus not subject to the minimum of ten described above.

9. On-Line Teaching Policy

Online Review Committee (ORC)

The Online Review Committee, composed of one elected voting member from each school (A&H, B&SS, E&PS, NS&M, Library, and Graduate School) and the Director of Instructional Technology (voting member who chairs the ORC), oversees online course approvals and policy regarding fully online courses.

Faculty teaching a fully online course for the first time at Shepherd University must have previous online teaching experience or training prior to teaching. All on-line course offerings are subject to review as described below.

Training Process & Requirements:

Faculty teaching a fully online course for the first time at Shepherd University, or faculty who have not taught a fully online course in the past two calendar years, will need to become certified to do so. In order to do this, they may take a six-week “Online Certification Course” (OCC) at Shepherd, or they may take another certification course of their choosing outside of Shepherd as long as it meets the nine criteria described later in this document. The OCC is currently taught at different times throughout the year by the Shepherd University Director of Instructional Technology.

Training Waivers: (Please Note: These waivers apply only to faculty who have not taught a fully online course at Shepherd University within the past two calendar years. Faculty who have already taught a fully online course at Shepherd, or who have successfully completed the OCC or another certification course covering the required competencies* are only subject to periodic course review as described later in this document).

<p>Previous Online Teaching Experience</p>	<p>Faculty members who have taught online at another institution within the past two calendar years may be eligible to waive some or all of the faculty training requirements. They will need to arrange a meeting with either Shepherd’s Director of Instructional Technology or their school elected member of the Online Review Committee to review their experience and present a course (or courses) that they have taught online. Courses should include all of the required elements for an online course from the <i>Shepherd Online Course Assessment Rubric (SOCAR)</i>.[*] After the review, it may be recommended that the faculty member either complete Shepherd’s Online Certification Course^{**} or another certification course of their choosing that covers the required competencies[*], or that the faculty member complete one or more selected self-paced refresher tutorials through Magna Commons before being approved to teach online.</p>
<p>Previous Online Training/Certification</p>	<p>Faculty members who have not taught online but have taken the equivalent certification coursework (course(s) that cover similar material^{**} as Shepherd’s OCC), within the past two calendar years, may be eligible to waive some or all of the Shepherd University training requirements. Proof of certification completion is required. However, the faculty member will also need to arrange a meeting with either Shepherd’s Director of Instructional Technology or their school elected member of the Online Review Committee to review his or her experience and present a course (or courses) he or she plans to teach online at Shepherd University. Courses should include all the required elements for an online course from the <i>Shepherd Online Course Assessment Rubric (SOCAR)</i>.[*] After the review, it may be recommended that faculty members either complete Shepherd’s Online Certification Course^{**} or another certification course of their choosing that covers the required competencies[*], or that they complete one or more selected self-paced refresher tutorials through Magna Commons before being fully cleared to teach online.</p>

*See attached rubric and scoring. ** Shepherd’s OCC covers all material on the Shepherd Online Course Assessment Rubric - SOCAR (attached).

The Director of Instructional Technology and school elected members of the Online Review Committee will use the following form to review courses created by faculty teaching a fully online course for the first time at Shepherd University:

**Online Teaching Training Waiver Application for Faculty Teaching a Fully Online Course
for the First Time at Shepherd University:**

Faculty Member:

**Meeting Date with Instructional Technologist or School Elected Member of the Online
Review Committee:**

Course Title(s):

Number of Credits:

Requirements fulfilled by this course: (Major or Core Curriculum)

Is this part of a fully online program?

Semester in which the course will first be taught:

**Describe your experience teaching online or your certification training (if you have not yet
taught online). What year did you do this teaching or training?**

Proof of Certification? Yes No N/A

Does course meet the Shepherd Online Course Assessment Rubric (SOCAR) standards?

Yes No

If the SOCAR standards have not been met, what training is recommended? (Circle one)

Shepherd University Online Certification Course

Magna Commons Online Teaching Self-Paced Refresher Courses (please list specific ones).

One-on-one meetings with the Director of Instructional Technology

Date for next course review (if SOCAR standards have not been met):

*This section to be completed by the Director of Instructional Technology or school elected
member of the Online Review Committee:*

Instructor currently approved to teach online? Approved _____ Not Approved _____

Signature and Date _____

Shepherd Online Course Assessment Rubric (SOCAR)*

Nine Essential Standards

Please note that these standards are not used to evaluate course subject content but rather best practices in terms of navigability, structure, clarity, technology and community.

___ Presentation of materials uses more than one sensory mode (e.g. print, visual, experiential).

___ In addition to clearly stated learning outcomes, each activity, assignment, exercise, and assessment clearly indicates what students need to do, how they should submit results, and any special instructions.

___ Lessons/modules are clearly organized and easily navigable.

___ Course requirements clearly state that students are required to interact with each other and with the instructor, a specific time period for the interaction is stated, directions for how to participate in the interaction, standards for the quality or expectations of the interaction are set, and the outcomes of those interactions are noted (i.e. the student receive points for the interaction).

___ Policies and procedures are in place in the course site, are easily located, provide clarity to the reader regarding their responsibility, and reflect the institution's policies to ensure the integrity of student's work.

___ Student's achievement of stated learning outcomes is documented and provided to the student as feedback on their learning activities and assessments, and is documented in the course site where it is accessible to both instructor and student.

___ The tools and media used to deliver the content of the course are appropriate (accessible, functional, learner-centered).

___ Instructor provides clear information regarding his or her availability for assistance.

___ Course fosters a sense of community in some way (i.e., instructor and student introductions, pictures, chat room accessibility, etc.).

**Adapted from Michigan Community College Virtual Learning Collaborative*

Online Teaching Assessment Measures - Protocol

1. Initial Course Review - The Final Project of the OCC or the SOCAR analysis.

In order to meet SOCAR standards, a course must meet each of the 9 essential standards.

See assessment rubric above.

2. Initial Assessment of Subsequent Courses

After a faculty member has been initially approved to teach a fully on-line course at Shepherd and has had an initial course approved, subsequent fully on-line courses may be offered by that faculty member without prior approval. Assessment of subsequent courses would take part in the two-year cycle for re-evaluation described below in the cyclic assessment section.

3. Cyclic Assessment

In addition to the initial course review for Shepherd University professors teaching a fully online course for the first-time, online courses will be re-evaluated by the Director of Instructional Technology and school elected faculty members of the Online Review Committee every two years (or more if issues are brought forth) to make sure the courses are meeting the required standards outlined in the SOCAR.

4. Student Evaluations

Student evaluations of the online courses will need to be given every time the course(s) are offered.

10. Academic Rank

Faculty eligible for advancement in rank or award of tenure for tenured rank positions shall be advanced to one of the following ranks: Professor, Associate Professor, Assistant Professor, or Instructor. Yearly contracts will indicate a faculty member's specific rank as one of the four listed above and years in rank will also be recorded on the same contracts.

Faculty members contracted by Shepherd University may receive up to two years of credit towards tenure or promotion if they have taught four or more years as a full-time faculty member at a recognized accredited institution of higher education. If a member has taught at least two years but less than four years at another institution, that individual could receive one year of credit. If a member has prior, non-tenure track teaching experience at Shepherd, any application of service credit toward promotion or

tenure will likewise be reflected in the initial tenure track appointment. The recommendation for awarding of credit toward tenure or promotion must be brought forward by the hiring department with the agreement of the School Dean, and is subject to approval by the Provost.

Minimum qualifications for advancement to each of four ranks are established as follows:

Professor

- a. Earned doctorate from a regionally accredited institution of higher education or the highest academic degree in the field of specialization or achievement of professional eminence.
- b. Ten (10) years of satisfactory full-time higher educational teaching or professional experience at a regionally accredited institution. After ten (10) years of higher education teaching experience, four (4) years of which must be at Shepherd University as an Associate Professor, a candidate may apply for promotion to Full Professor.
- c. Evidence of continuous professional growth throughout the term of Associate Professor rank. Additional evidence prior to advancement or appointment to Associate Professor shall be submitted only when supported by the faculty member's explanation of the need for such additional support materials in order to document a long term continuous professional growth process.
- d. Outstanding teaching effectiveness.
- e. Scholarly work as evidenced by refereed publications or juried performances or exhibitions: academic and professional work within a field or fields of specialization or in university level teaching areas; or creative expressions presented in juried exhibitions, competitions, concerts, journals, etc.
- f. Excellence in institutional service.
- g. Excellence in community service.
- h. Reputation as a person of good character.

Associate Professor

- a. To be eligible for promotion, the faculty member must meet one of the following three professional requirements:
 - 1) Hold an earned doctorate or the highest academic degree appropriate to the teaching field; or
 - 2) Master's degree plus 30 hours of graduate work, appropriate to the teaching field, toward the doctorate from a regionally the teaching field, toward the doctorate from a regionally accredited institution of higher education; or
 - 3) Hold an advanced degree, masters appropriate to the teaching field, and a national certification. The appropriate national certification will be identified at the School level and will be subject to approval by the Faculty Senate.
- b. Five (5) years of satisfactory full-time higher educational teaching experience at a regionally accredited institution. After five (5) years of higher education teaching experience, three (3) years of which must be at Shepherd University as an Assistant Professor, a candidate may apply for promotion to Associate Professor.
- c. Excellence in teaching.
- d. Professional activities that might include: Some publication exhibition, or performance activity in the form of research papers, creative writing or participation in juried exhibitions, concerts, or other professionally rendered services.
- e. Evidence of interest in the University through rendered services.
- f. Evidence of interest in community through rendered services.
- g. Reputation as a person of good character.

Assistant Professor

- a. Master's degree plus 15 hours of graduate study in the field.
- b. Three years of excellence in teaching or professional experience. This experience requirement may be waived at the time of employment for holders of an earned doctorate.

- c. Excellence in teaching.
- d. Evidenced interest in the profession of university teaching and in professional growth.
- e. Reputation as a person of good character.
- f. In cases where an individual is hired as an Instructor because he or she had not completed work on the doctoral degree prior to signing an initial Notice of Appointment with Shepherd University, promotion to the rank of Assistant Professor will be granted automatically in the next Notice of Appointment should the doctoral degree be received during the term of the initial Notice.

Instructor

- a. Master's degree except in certain specialized fields.
- b. Interest in university teaching.
- c. Reputation as a person of good character.

The formal education requirements stated for each rank may be waived by the President in cases of those faculty involved exclusively in associate degree programs, or cases where a national search cannot secure the most qualified candidates because of non-competitive salaries or candidate shortages.

Temporary faculty appointments (both full-time and part-time) will be designated by the title, lecturer, or other appropriate title. Academic rank may be awarded to qualified administrative personnel in addition to any administrative or staff title. The rank to be awarded will be on the basis of the same criteria, which are applied to the award of rank to the teaching faculty. Administrative personnel shall be informed at the time of appointment whether the rank is awarded as a tenured, tenure track, or temporary member of the faculty. Administrative personnel who are not appointed to a faculty position are not faculty and therefore are not entitled to the protections provided those designated as faculty.

11. Tenure

Tenure is designed to ensure academic freedom and to provide professional stability for the experienced faculty member. It is a means of protection against the capricious dismissal of an individual who has served faithfully and well in the academic community. Continuous self-evaluation, as well as regular evaluation by peer and administrative personnel, is essential to the viability of the tenure system. Tenure

should never be permitted to mask irresponsibility, mediocrity, or deliberate refusal to meet academic requirements or professional responsibilities. Tenure applies to those faculty members who qualify for it and is a means of making the teaching and research profession attractive to persons of ability.

The Board of Governors requires that the University demonstrate evidence that the guidelines for the award of tenure be based upon a wide range of criteria such as: excellence in teaching; accessibility to students; professional and scholarly activity and recognition; significant service to the university community; experience in higher education and at the institution; possession of the doctorate; special competence, or the highest earned degree appropriate to the teaching field; publications and research; potential for continued professional growth; and service to the people of the State of West Virginia. Ultimate authority regarding the application of guidelines and criteria relating to tenure shall rest with the University according to the Board of Governors' policy.

In making tenure decisions, careful consideration shall be given to the tenure profile of the institution; projected enrollment patterns; staffing needs of the institution; current and projected mission of each academic unit; specific academic competence of the faculty member; and preservation of opportunities for infusion of new talent. The University, while not maintaining tenure quotas, shall be mindful of the dangers of losing internal flexibility and institutional accountability to the citizens of the State as the result of an overly tenured faculty. Tenure may be granted only to people in positions funded by monies under the Board of Governors' control.

Tenure shall not be granted automatically, or for years of service, but shall result from action by the President following consultation with appropriate academic units.

Tenure may be granted at the time of appointment by the President, following consultation with the faculty of the academic department in which an individual would be assigned, or tenure may be granted at the time of appointment by direct action of the Board of Governors. In the case of tenure track appointees, tenure may be attained by faculty who hold the rank of Assistant Professor or above. Years in term of tenure track period are to be recorded on each of the faculty member's yearly contracts.

12. Guidelines and Criteria for Promotion in Rank and Tenure

In order to fulfill the charge of the Shepherd University mission it is necessary to establish a procedural system of high standards to maintain and evaluate continuously the faculty of Shepherd University for the purpose of promotion and tenure.

a. General Statement

Promotion and tenure of faculty are the prerogatives of the President, who will base his or her decision primarily upon the guidelines and the recommendation(s) of the

Provost, the School Dean, and the appropriate University Promotion and Tenure Committees.

Promotion in rank and tenure will not be granted routinely nor automatically because of length of service. Neither will promotion or tenure be denied capriciously. Requests for granting of promotion or tenure will be evaluated on the basis of the following five areas of performance:

- (1) The possession of the terminal degree from a recognized regionally accredited institution of higher education and/or the requisite number of graduate hours toward the doctorate. Requests for exceptions will be entertained only for unusual circumstances;
- (2) Excellence in teaching as evidenced by recent and regular evaluation;
- (3) Professional growth as evidenced by scholarly research or creative work appropriate to the discipline or field of appointment. Such evidence may include publication; presentation of scholarly papers at professional forums; participation and recognition in juried shows, concerts, recitals; or other achievements of significant professional stature;
- (4) Evidence of excellence in professional service, manifested in activities that add to the efficiency and positive image of the discipline, the department, or school, Shepherd University, and the State of West Virginia, including involvement in professional organizations at the national, regional, and state levels;
- (5) Attainment of the minimum educational and experience requirements as established in policy defining rank. Tenure may be attained only by faculty who hold the rank of Assistant Professor or higher. Tenure evaluation by the President and Provost may also be affected by the institution and projections for future needs.

b. Procedures for Making Promotion and Tenure Recommendations

- (1) Each School shall maintain a standing committee, called the Promotion and Tenure Committee (PT Committee), to consider promotion and tenure applications from faculty within its School. Each PT Committee shall consist of a tenured faculty member from each department within the School, elected for a three-year term by the faculty in the department. Schools with three (3) or fewer departments may, with the agreement of the majority of the faculty in the school, elect to have two (2) members from each department serve on the PT Committee. Each PT committee will elect a chair and a vice chair, who will serve as the

School's representatives on the Professional Status Committee. The primary purpose of the PT Committee is to review applications for promotion or tenure and submit its recommendations to the Provost.

(Sample forms for application for promotion and tenure are included in this manual.)

- (2) A person initially appointed as a professor, associate, assistant professor, or instructor will undergo a pre-tenure review no later than the third year of employment at Shepherd University. Faculty who are hired with two years of service credit toward tenure will undergo pre-tenure review in their second full year of Shepherd employment. Participation by a tenure-track faculty member in the pre-tenure review process, in the appropriate year, is mandatory. The Dean shall expressly address the necessity of initiating the pre-tenure review process in the annual evaluation of the faculty member in the spring prior to the year of the pre-tenure review. The School's PT Committee will conduct a review using the same criteria used for a tenure review and will submit, in writing, the results of that review to the faculty member under review. A similar review will be conducted by the faculty member's Department Chair, then each Department Chair involved submits his or her review recommendations to the respective School Dean and the PT Committee; the School Dean will then provide a written review to the faculty member. In cases where a non-tenured Department Chair is asked to conduct a pre-tenure review or a tenure review the Department Chair will inform the respective School Dean of this situation. The School Dean will then select a tenured member of the department or a tenured member of the same school to serve in this capacity in lieu of the Department Chair. The School Dean or the Provost may also ask the Department Chair for a written pre-tenure evaluation or tenure evaluation statement. This pre-tenure review is conducted to give the faculty member an opportunity to improve in those areas that are deemed weak. A favorable review at this stage does not assure the faculty member of tenure at a later date. To receive a review, the faculty member must submit a "Pre-tenure Application" in the same manner as a tenure application is provided for here.
- (3) A person initially appointed as a professor, associate professor, or assistant professor must be reviewed for tenure no later than the completion of the sixth year of service at Shepherd University or in the sixth year of tenure-credited at the University. Applications for tenure should therefore be made during the first semester of the faculty member's sixth year of service at Shepherd University, and tenure, if approved, will begin with the seventh year. If tenure is not awarded, the seventh year contract will be a terminal contract. In extraordinary circumstances following the review of the appropriate faculty committees, the

Department Chair, the School Dean, the Provost, the President of the University may award tenure before the seventh year of a faculty member's employment at the university. A person serving under a terminal contract is not eligible for review for tenure or promotion.

- (4) The candidate for promotion or tenure or both will submit an application to the School's PT committee. The application must contain all supporting materials that the candidate wishes to be considered by all parties in the review process, including a letter of review and recommendation for or against promotion or tenure and/or both from the Department Chair. Each candidate must consult with the department chair during the process of putting supporting documents together. Letters from appropriate persons outside the University are encouraged. The application must address the candidate's competencies in the following areas:
 - a. Excellence in teaching;
 - b. Committee service at the University;
 - c. Professional activities such as research, publishing, public performance;
 - d. Significant service to the candidate's profession;
 - e. Professional service to the community and to the State;
 - f. Attainment of necessary education and experience;
 - g. Character reputation that reflects positively on the institution.

The department chair, upon receiving an application for tenure or promotion, shall call a meeting of the tenured faculty to discuss and vote on the application. The meeting shall include the department chair, if tenured. The chair may vote, if tenured. The meeting will exclude the candidate. The chair will forward the department's recommendation and vote count to the School Dean, the candidate, and the school PT Committee. If a department has no tenured members, the chair's letter of review shall serve as the department's recommendation.

- (5) The School PT Committee will forward its recommendation, the applicant's folder and all supporting material to the respective School Dean. The School Dean will then evaluate the merits of the request for promotion or tenure according to appropriate guidelines. The School Dean may request additional supporting material from the faculty member and may consult with other faculty and the Department Chair before making his/her recommendation.

- (6) After the School Dean has formulated his/her recommendations he/she shall ensure that each candidate for promotion and/or tenure shall receive a copy of the recommendations made by the School PT Committee and the School Dean.

The School Dean shall then forward the candidate's promotion and/or tenure file, with the School PT Committee recommendation, to the Provost.

- a. If the School Dean and the PT Committee do not concur, the Provost will send both recommendations to the Professional Status Committee, which shall review the application and recommendations. It may consult with the School PT Committee and the School Dean. Each promotion or tenure candidate shall have the right to respond in writing to the Professional Status Committee. The candidate will have ten (10) working days after receiving the recommendations of the School Dean or the School PT Committee to respond. It shall then submit its recommendation to the Provost, along with the candidate's complete application and the recommendations of the School PT Committee. It shall also notify, in writing, the chairman of the School PT Committee and each candidate. Each candidate may respond, in writing, to the Provost within ten (10) working days after receiving the recommendation of the Professional Status Committee.
- (7) The Provost shall consider the recommendations of the School PT Committee, the Department Chair, the School Dean, and, if applicable, the PSC, and shall forward these along with his or her own recommendation, along with the candidate's application and all relevant documentation, to the President.
- (8) The President will consider all recommendations and render a decision regarding request for promotion and tenure as soon as possible after receiving these recommendations.
- (9) After the review process has been completed, each faculty member requesting promotion or tenure will receive a letter from the President regarding approval or disapproval of the application for promotion or tenure. In addition, the Provost will personally counsel each person who has gone forward for promotion and/or tenure.
- (10) After receiving such a letter from the President, the faculty member requesting promotion or tenure shall have access to all recommendations which have been a part of the faculty member's review process, other than those letters from off campus persons which the candidate indicated that he or she did not wish to read.

- (11) In all cases, it is to be understood that actions by individuals and committees are recommendatory and are not final until the President has informed the candidate in writing of his or her decision.
- c. Standardized Application Portfolio
1. Each candidate must consult with the department chair during the process of putting supporting documents together.
 2. The documentation submitted for promotion and tenure, as well as the pre-tenure review, must be included in a three-ring binder folio which shall be divided into the following sections:
 1. “The University Professional Status Committee Request for Promotion Form” (or to be re-designated as “Request for Tenure Form,” or “Request for Promotion and Tenure Form,” or “Request for Pre-Tenure Review Form,” as presented under Faculty Handbook, section II)
 2. A copy of the candidate’s curriculum vitae
 3. Appendix A. Student Evaluations – course syllabi, other related course materials, and all university administered student evaluations for the last five years
 4. Appendix B. Evaluations by Supervisors and School Deans
 5. Appendix C. Copies of publications, or appropriate documentation of publications, professional creative work, and/or artistic work of a professional nature (A supplementary appendix document or filing may be utilized where numerous articles, books or other creative work are sent forward with the folio)
 6. Appendix D. Letters of Support
 7. Appendix E. Miscellaneous Documentation of Service
 8. Appendix F. Required Promotion or Tenure or Pre-Tenure Recommendation by the Department Chair

9. Appendix G. Required Promotion or Tenure or Pre-Tenure Recommendation by the School Promotion and Tenure Committee (Shall be placed in the folio by the chair of the P & T Committee and sent to the School Dean)
10. Appendix H. Required Promotion or Tenure or Pre-Tenure Recommendation by the School Dean
11. Appendix I. Required Promotion or Tenure Statement by the University Professional Status Committee (if necessary)
12. Appendix J. Required Promotion or Tenure Statement by the Provost.

Each candidate's promotion, tenure or pre-tenure review portfolio will remain in the possession of the office of the respective School Dean once it has left the home department. The promotion, tenure or pre-tenure portfolios will be sent directly to the office of the Provost by the respective School Dean once all of the sections through Appendix H have been completed.

13. Distinguished Professor

Shepherd University may award the title of Distinguished Professor to honor a faculty member who has achieved a record of publication, or performance, or creative activity at the highest levels of professional accomplishment and peer recognition of that accomplishment. Candidates must meet all (a through e) of the criteria below to be considered for the title of Distinguished Professor.

- I. Criteria
 - a. Excellence in teaching and service to academia
 - b. Evidence of current professional activity in the area of expertise through peer reviewed publications or juried performances at the regional and national or international level
 - c. A record of current activities with professionally related groups in the area of expertise
 - d. Receipt of awards or recognition in the area of expertise from national or international professional organizations
 - e. Hold the rank of Professor with tenure

II. Nominations

- a. All nominations will be made to the Provost and the Deans/Provost Council
- b. Nominations for faculty may be made by the faculty member's department chair or school dean
- c. Nominations for faculty may be made by another faculty member to the nominee's department chair or school dean
- d. Faculty members may make a self-nomination to their department chair or school dean
- e. Nominations of a dean will be made by the Provost
- f. After consultation with the academic deans the Provost will make a recommendation to the University President
- g. The University President will inform the faculty member and the Provost of the decision made in each case

III. Recommendations

- a. Faculty applications for Distinguished Professor require letters of recommendation from the department chair in which the faculty member is housed, and the school dean. Faculty within the home department of an applicant may submit letters of recommendation for the applicant. These letters must include approval or disapproval of the nomination.
- b. Application for Distinguished Professor by a department chair will require a letter from the department faculty and the dean of the school. These letters must indicate approval or disapproval of the nomination.

IV. Recognition

- a. Recognition of individuals awarded the title of Distinguished Professor will be made at the fall semester tenured faculty reception at Popodicon and at the spring University Assembly Meeting.

14. Annual Evaluation

The evaluation process is subject to revision upon the recommendation of the Faculty Senate and the Provost and the approval of the University President.

a. **General Statement:** All faculty members will be given the opportunity to respond in writing to any evaluation and have that response included in the faculty member's evaluation documents. In addition to the procedures described below, each year the Director of PEU or designee submits an annual evaluation report on each PEU member to the respective school deans. Copies of all evaluations are forwarded to the Provost.

b. **Non-tenured Faculty:**

i. **Non-tenured Faculty Evaluations:** All non-tenured full-time teaching faculty shall be evaluated annually by the School Dean in consultation with the faculty member's Department Chair; this evaluation process will include classroom visitation. This annual evaluation serves as a basis for decisions concerning retention.

By March 1, each non-tenured faculty member shall submit, to the School Dean and the Department Chair, an annual report of professional activities in the areas of performance as outlined under "Criteria". This report, accompanied by a cover letter, are also the basis of the application for merit by the non-tenured faculty member.

ii. **Non-tenured Faculty Criteria**

The following criteria, standards and procedures will be considered in evaluation of non-tenured faculty for retention. These criteria are consistent with those applied in promotion and tenure consideration.

(1) Progression toward the possession of the terminal degree and/or the requisite number of graduate hours toward the doctorate and experience requirements. Requests for exceptions will be considered only in unusual circumstances, and must be made at the initial employment. (see section II, A, 8 for academic rank qualifications)

(2) Excellence in teaching as evidenced by recent and regular evaluations and classroom visitations. Each semester the non-tenured faculty member will have at least two courses evaluated by the students. The Department Chair shall choose one course and the faculty member shall choose one course. The Department Chair will provide the School Dean with a list of all the courses that will be evaluated. If either the faculty

member or Department Chair fail to designate a course and more than two instructional days have passed from the published deadline for designating courses, the Dean may designate the undesignated course(s). The faculty member may request that all of the courses being taught be evaluated.

By March 1 annually, a scheduled classroom visitation shall be conducted in the following manner: year 1, by a faculty peer as determined by the department, year 2, by the Department Chair, and year 3, by the School Dean. This rotation shall be repeated one time or until the faculty member earns tenure. The evaluator shall contact the faculty member to schedule this visit at a time convenient for the evaluator and the faculty member. The classroom evaluator shall prepare a written evaluation of the observed teaching effectiveness. (Classroom Visitation Evaluation Form) This teaching evaluation will be shared with the faculty member in a face to face conference prior to being included in the faculty member's annual evaluation documents. If at any time it is deemed that the faculty member is in need of mentoring beyond what the school and/or department can provide, the Dean of the School may call upon the Dean of Teaching, Learning and Instructional Resources as an additional resource.

- (3) Professional growth as evidenced by scholarly research or creative work appropriate in the discipline or field of appointment. Such evidence may include publication, presentation of scholarly papers at professional forums, participation and/or recognition in juried shows, recitals, or other achievements of professional stature.
 - (4) Evidence of professional service, manifested in activities that add to the positive image of the discipline, the department, the school, Shepherd University, and the State of West Virginia, including involvement in professional organizations at the national, regional, and state level.
 - (5) Plans for next year. The faculty member shall comment on plans and goals for next year, including courses to be taught, service assignments, and any plans for research and creative activities.
- iii. Evaluation conference. By April 30, after the collection and consideration of the evaluation data, the School Dean will formally conference with the non-tenured faculty member. This discussion will be the basis of a report and/or recommendation made to the Provost. The faculty member will sign the annual evaluation agreeing or attach a rejoinder.

c. Tenured Faculty Evaluation Process:

An annual report of activities shall be prepared by all tenured faculty members and submitted to the Department Chair and the School Dean by March 1. This report, accompanied by a cover letter, is also the basis of the faculty member's application for merit.

Student evaluations: Each Fall semester, a minimum of two classes, chosen by the faculty member, will be evaluated by the students. If the faculty member fails to designate the courses and more than two instructional days have passed from the published deadline for designating courses, the Dean may designate the undesignated course(s) or may ask the Department Chair to do so. The results of these evaluations shall be provided to the faculty member, the Department Chair and the School Dean.

After earning tenure, evaluations are conducted in the following manner:

First year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits a self-evaluation via an annual report of professional activities to the School Dean and the Department chair. These are archived by the Department Chair and the School Dean.

Second year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits an annual report of professional activities to the School Dean and the Department Chair. The Department Chair will prepare a written evaluation of the department members based on the student evaluations and the annual report. The School Dean will prepare an evaluation of the Department Chair. This written evaluation is shared with the Department Chair. Each faculty member will be given opportunity to respond in writing to the Chair's or Dean's evaluation. This evaluation is archived by the School Dean and the Department Chair.

Third year after earning tenure, the faculty member conducts student evaluations in at least two classes being taught and submits a self-evaluation via an annual report of professional activities to the Department Chair and the School Dean. This report is archived by the School Dean and the Department Chair.

Fourth Year Evaluation by the School Dean: Every fourth year after earning tenure each full-time tenured faculty member will be evaluated by the School Dean. In the fall semester prior to the spring semester evaluation by the School Dean, the faculty member shall conduct a student evaluation in at least two classes being taught. Additionally in this same semester, a classroom visitation will be conducted. The School Dean, Department Chair and faculty member will come to mutual agreement as to who will visit the classroom and what class is to be visited. The Dean, the Department Chair or a peer evaluator may be selected to visit the classroom. Subsequent to the visit, a written evaluation shall be prepared by the evaluator, (Classroom Visitation Evaluation Form) and a face to face conference between the classroom evaluator and the faculty member will be conducted prior to the fourth-year evaluation by the School Dean. This

evaluation form, and any rebuttal by the faculty member, will be forwarded to the School Dean and may be included in the faculty member's evaluation documents. The School Dean will archive this evaluation.

After initial implementation of this evaluation policy, one half of the current tenured faculty will be evaluated after two years and the remaining one half of the tenured faculty shall be evaluated four years after implementation of the policy. Then the four-year rotation will begin for all the tenured faculty. The School Dean shall determine the faculty members in each of the two initial rotation periods. Should a faculty member receive sabbatical leave, or any extended leave, the four-year rotation is suspended for the period of the leave and will resume when the faculty member returns from leave.

Special Provision relating to Deans, Department Chairs, and all Faculty Personnel Policies

Effective July 22, 2016, notwithstanding any other provision of the Faculty Handbook, in relation solely to the Department of Nursing Education and faculty assigned to it at the undergraduate or graduate level:

- 1) The Department Chair/ Director of Nursing Education shall be the immediate supervisor of all department faculty.
- 2) Promotion and Tenure and pre-Tenure processes are not modified in any manner by these Special Provisions.
- 3) Each full time faculty member in the department shall submit a copy of the Annual Report to the Department Chair/ Director contemporaneous with submission to the Dean.
- 4) The Department Chair/ Director of Nursing Education shall complete the performance review of every faculty member each year after the submission date for the Annual Reports and prior to April 10. The performance review will be submitted to the faculty member, with copies to the Dean and the Provost.
- 5) The Dean of the School shall complete a "Dean's Evaluation" of faculty in the department consistent with provisions of the Handbook providing for evaluations by the Dean. These will be completed following the Chair's Annual Evaluation. Copies of the Dean's Evaluation will be submitted to the faculty member evaluated, the Chair, and the Provost.
- 6) In the instances of part time or full time faculty who are not evaluated by the Dean under the provisions of the Handbook, after receiving the Annual Performance Evaluation by the Chair/ Director, the faculty member may request a Dean's

Evaluation to be completed also, at the faculty member's discretion. Such a request should be submitted in writing to the Dean within two weeks of receipt of the Annual Performance Evaluation, and the Dean shall be expected to complete the Dean's Evaluation before July 1. In the case of graduate-status faculty of the department, the references in this section shall include an option to request a Dean's Evaluation by the Dean of Graduate Studies.

SEE APPENDIX D FOR "PROCESS, TIME-LINE, AND FORMS FOR ANNUAL EVALUATION"

15. Merit Process (Excerpt from Board of Governors Policy 26 – Salary Policy)

PROCEDURES FOR ESTABLISHING SALARY POOLS

- 2.1 Each year, or from time to time as deemed appropriate, the President shall present to the Board a plan for the distribution of general salary increases to employees of the University. This plan shall address increases for all employees other than the President.
- 2.2 The general salary increase plan shall be developed after state-wide salary mandates have been accounted for. Statewide salary mandates shall include salary increases for faculty promoted in rank and required incremental funding of the classified employee 'entry rate', if applicable.
- 2.3 After the cost of state-wide salary mandates has been separately accounted for, the President's general salary increase plan shall be submitted to the Board for approval.
 - 2.3.1 The plan shall reflect separately the total projected costs of aggregate salary increases for faculty, for non-classified employees, and for classified employees.
 - 2.3.1 The plan shall reflect the aggregate percentage increase in salary to be paid to faculty, non-classified, and classified employees.
 - 2.3.2 The percentage of aggregate increase in salary for each of the three groups of employees shall be comparable, but not necessarily equivalent; provided, that the President may present in the plan a proposal for non-comparable percentage increases among the three groups, for good cause shown.
- 2.4 The Board shall act, in response to the plan submitted, to establish the aggregate dollars to be allocated each year for general salary increases for each of the three groups of employees. The aggregate increase in dollars shall be distributed in accordance with Sections 3, 4 and 5 of this Policy.

- 2.5 Temporary salary enhancements which were distributed in fall 2010 shall not expire on June 30, 2011. For classified and non-classified staff, the enhancements shall be in all respects a part of base salary. For faculty, the enhancements shall expire on September 30, 2011 and effective October 1, 2011 faculty salaries shall be adjusted as provided in Section 2.6.
- 2.6 Effective only for October 1, 2011 salary increases, after the salary increase pool for the three categories of employees are established, the University shall integrate the faculty salary increases amounts that were distributed to faculty in October 2010 into the fall 2011 faculty salary pool, and the faculty salary increases shall be calculated from the September 30, 2010 salaries.

SECTION 3. FACULTY SALARY POLICY

The total dollars for this increase in aggregate faculty salaries shall be distributed among full-time faculty as follows:

- 3.1 The Distribution of Faculty New Pay Monies Each Fiscal Year
- 3.1.1 Salary Inequities Distributions: The Provost shall distribute Ten (10) per cent of the faculty salary increase pool at the discretion of the Provost to address salary compression, market and experiential disparities.
- 3.1.2 Cost of Living Allocations: Of the remaining 90% of the salary increase pool after Section 3.1.1 is implemented, Forty (40) per cent of the remaining amount shall be distributed among all returning full-time faculty, in equal amounts per person.
- 3.1.3 Merit Pay Allocations: Of the remaining 90% of the salary increase pool after Section 3.1.1 is implemented, Sixty (60) per cent of the remaining amount shall be distributed on the basis of merit pay.
- 3.1.3A The Merit Evaluation Committee.
- i. The merit evaluation committee will consist of 14 members.
 - ii. Three faculty members will be elected by their respective schools/departments, plus 1 coach and 1 librarian elected by the athletics department and the library faculty. The coach and the librarian will consult with each merit subcommittee as to how candidates in their departments fit into the merit award categories.

- iii. New committee members will be elected before February 1st.
- iv. The Merit Evaluation Committee members serve a three year term and are not eligible for Merit Evaluation committee membership for one year following that term. The terms are staggered.
- v. Not later than February 15, the Merit Evaluation Committee will be convened for an initial meeting for the election of a Chair and Vice Chair. A candidate for the Vice Chair must have a minimum of one additional year, beyond the current year, remaining in the term. The initial meeting is convened by the former Chair, if still a committee member; otherwise, by the former Vice Chair. If both the former Chair and Vice Chair have left university employment or are otherwise unable to convene the meeting, the initial meeting shall be convened by the joint direction of the Provost and the President of the Faculty Senate.

3.1.3B Description of Merit Awards.

- i. There will be three separate areas in which merit pay will be awarded, instructional performance, professional/institutional service, and professional development. The 14-member committee will break into three subcommittees to evaluate proposals in each of the aforementioned areas. The librarian and the coach will consult on the application of any member of their departments who applies for merit.
- ii. An applicant will not qualify for merit in one area unless he/she is deemed to be meeting expectations in the other two areas. In the process of the evaluation, if a subcommittee does not find that an individual has exceeded expectations in the award area and has met expectations in the non-award areas, the committee, with at least 2/3 membership present, will review the application and make the final recommendation.

3.1.3C Application for Merit Awards.

- i. Applying for a merit award is voluntary.
- ii. Any full-time faculty member including librarians and coaches can apply for merit.

- ii. To apply for merit, each candidate must comply with the following to be eligible for merit evaluation:
 - a. Submit a single-spaced letter of application, not to exceed one page.
 - b. The letter of application must expressly designate the merit award area (one of three) for which he or she is applying in a memo-style header at the top of the page.
 - c. Within the one-page limitation, the application letter may describe why the applicant deserves merit.
 - d. A full and true copy of the annual report must be submitted to the applicant's school dean. The annual report is the substantive basis for making the merit evaluation as to any applicant. Therefore, applicants for merit pay should be very liberal in the quantity and quality of the information included in their annual report.
 - e. Other than an exact copy of the annual report, as submitted to the Dean, the applicant may only submit the one-page application letter. These two documents constitute the entire application for merit pay. No additional document of any type may be submitted to the Merit Evaluation Committee beyond the annual report and the one-page application letter.

- iv. Merit award applications will be submitted to the Merit Evaluation Committee Chair at the same time as the Annual Report as stated in the faculty handbook. The mandatory deadline for submission of merit applications is 4:30 p.m. on the date that Annual Reports are due. No amendment of an application may be made by an applicant after that deadline.

- v. The committee may ask for additional materials, including student evaluations, to support a merit application.

- vi. A candidate must apply for merit, meet all deadlines, and supply any supporting materials requested by the committee in order to be awarded merit pay.

3.1.3D Responsibilities of the Merit Evaluation Committee.

- i. The Merit Evaluation Committee shall be responsible for evaluating and determining merit awards for faculty who apply and are deemed to be meritorious in the specified area.

- ii. The Merit Evaluation Committee may propose amendments to the merit process.

3.1.3E Categories of items to be considered under each of the three separate categories of merit pay:

Instructional performance, professional/institutional service, and professional development are critical parts of faculty life. Meeting expectations in these areas is not the same as performing these tasks meritoriously. Those with faculty status have many alternatives in fulfilling these requirements. The following is a list of the types of items that should be considered by those for making merit decisions. Candidates may include these areas in support of their merit proposal, but should not limit themselves to these areas.

- i. Instructional Performance
 - student and other evaluations
 - course development and/or revision
 - course materials
 - assessment activities (course-related)
 - teaching strategies and techniques
 - advising
 - supervision of individualized study
 - deemed to be meeting expectations in professional/institutional service
 - deemed to be meeting expectations in professional development
- ii. Professional/Institutional Service
 - service to professional organizations
 - discipline-related community service
 - public service in support of the university mission
 - campus in-service presentations
 - program coordination/academic leadership
 - service to on campus committees
 - deemed to be meeting expectations in instructional/professional performance
 - deemed to be meeting expectations in professional development
- iii. Professional Development
 - publications (peer reviewed)
 - juried art/music and other creative activities
 - grant activity

- presentations at learned forums
- attendance at workshops, seminars, and learned forums
- consulting and contracted research
- on-going research
- academic awards and honors
- deemed to be meeting expectations in professional/institutional service
- deemed to be meeting expectations in instructional/professional performance

3.1.3F Evaluation Procedures.

For those applications which meet the mandatory eligibility requirements, the primary principle guiding the performance evaluation of faculty for merit awards will be the quality of work produced as well as the quantity.

The following rubrics are meant to provide general guidelines, but do not provide all-inclusive descriptions of the three faculty performance areas. These descriptors should not be considered a checklist. They are intended to guide faculty in general terms about performance expectations of the University.

i. Instructional/Professional Performance Descriptors

Exceeds Expectations	Outstanding teaching ratings; very active in improving teaching effectiveness (such as submission of a teaching grant, workshop attendance, etc.); extensive contribution in curriculum review/revision; new course development, developing and teaching a web based course, and being a guest lecturer in another class, creative intellectual engagement outside the classroom.
Meets Expectations	Competent teaching; achieves course objectives; active efforts to improve teaching effectiveness; appropriate design and delivery of course materials; appropriate course content; upgrades individual courses as necessary; makes positive contributions to curricular review/revision as necessary; maintains appropriate office hours (punctual and available), work in curriculum review/revision as necessary.

ii.		Service Descriptors
Exceeds Expectations		Active state, regional, or national professional service related to the profession, significant university service, significant community service related to the profession; service award recipient. Professional leadership in area of interest; strong community service related to the profession, or active participant in professional meetings.
Meets Expectations		Active contributor in University/school/department committee work. Active in service to the profession and in the community.

iii.		Professional Development Descriptors
Exceeds Expectations		Publications in refereed national/international journals; publication of invited review papers in peer reviewed journals; published book or monograph; recipient of faculty, regional or national research award; designation as a scholar lecturer at regional level or above in a professional organization, invited symposium speaker at a regional or national professional meeting, or invited research seminar speaker at another department or University. State or National/international refereed publications and/or book chapter(s); award of external grant or active external grant. Presentations at the national level. A refereed publication plus or an award of an internal research grant, submission of an external research grant which was not awarded.
Meets Expectations		Presenting a workshop on campus, Creative activities (juried art, music and other creative endeavors or attending professional conferences).

3.1.3G Awards.

- i. The Merit Evaluation Committee shall prepare a written evaluation of each application for merit pay which describes the specific meritorious accomplishments or deficiencies which prevent merit award and shall make a written recommendation of who will receive the merit awards.

- ii. For applicants recommended unfavorably, the evaluation and recommendation against merit pay shall be copied to the applicant when sent to the Provost.
- iii. The entire files of the applications and the Committee's evaluations and recommendations shall be forwarded to the Provost within 40 days of the application deadline. Applicants who are not recommended favorably by the committee may submit to the Provost a one-page response to the committee recommendation within 10 days of receipt of the recommendation.
- iv. Within 30 business days of receipt of the files, the Vice President shall forward his recommendations together with the entire Committee files to the President for a final decision.
- v. All merit award recipients, regardless of category, will receive the same dollar amount per award.
- vi. In the event that there is no money in a given year for merit awards, the merit awards will roll over to the next year and they will split the money with the recipients from the next year.
- vii. The merit awards will be made public. A newsletter will be sent to all faculty members listing the award recipients in each category.
- viii. All of the timelines set forth in this subsection 3.1.3G are guidelines; when special circumstances occur these guidelines may not be achievable. These timeline guidelines do not extend any right to any applicant. No applicant becomes entitled to merit pay by default, nor does any applicant have any right to compel action by any particular date, due to any failure of either the Committee or an administrator to meet a timeline provided for in this subsection.

3.2 Salaries of faculty in phased retirement shall be set as provided for in the applicable policy. The adjustment of faculty returning from leave of absence and exigent cases in the interest of retaining current faculty shall be at the discretion of the Shepherd President.

3.3 The President may, by written designation, exempt up to five percent of all full-time faculty from the provisions of this policy. The purpose of this provision is to allow for special cases, such as faculty funded by external soft-

money, whose increases might sometimes be smaller, or none at all, based upon the external support.

16. Appeals/Grievances/Hearings

a. Statutory Grievance Process

Any faculty member may initiate a grievance pursuant to WV Code 29-6A-1, *et seq.*, for resolution of work-related disputes excepting pension or insurance matters. The statutory process requires initiation of the grievance within 10 workdays of the occurrence or action giving rise to the grievance. Details and forms are available at the Office of Human Resources.

b. Internal Grievance Process

The following University procedures are available for all faculty grievances not related to dismissal, termination, nonretention and denial of promotion. This faculty grievance recourse is a systematic method whereby individual faculty grievances can be reasonably presented and reviewed, and action taken related thereto. Grievance action shall be resolved at the earliest possible stage. This process is an alternative to the Statutory Grievance process and is not used if the employee elects to pursue a statutory grievance process.

Level One: The faculty member will first seek a resolution of the grievance through informal discussion with the Department Chair. If informal discussion does not lead to resolution then the faculty member shall seek a formal resolution by conveying in writing to the School Dean the grievance and the remedy sought. Within fifteen (15) working days of receiving the written grievance the School Dean, after appropriate consultation with all involved parties, including the faculty member and the Department Chair, will respond in writing to the grievant.

Level Two: If not satisfied with the resolution at level one, the faculty member shall forward a copy of the grievance, within fifteen (15) working days, to the Provost. The faculty member shall notify the Chair and School Dean, in writing, that this step has been taken.

Within fifteen (15) working days of having received notice from the faculty member that the grievance is being taken to level two, the Dean shall submit a written report concerning the disposition of the grievance at level one to the Provost. Within fifteen (15) working days of receipt of the report from the Dean, the Provost shall render a decision in writing. Copies of the Provost's decision shall be provided to the faculty member and the Dean. In no case shall informal discussion or attempts at informal resolution of the grievance be precluded at level two.

Level Three: If not satisfied with the resolution at the Vice President's level, then the faculty member should forward to the President a copy of the grievance, along with the response of the Provost, and supporting documents.

In reaching a decision, the President may hold a meeting of the concerned parties and/or may refer the issue to an appropriate committee for its recommendation. The President shall notify the grievant of the decision within fifteen (15) working days of receipt of the recommendation of the committee, or of the receipt of the appeal at level three, whichever is longer.

If the aggrieved faculty member is a department chair, then the appeal would be initiated at level two.

If there is substantial evidence that the grievance is the result of action taken solely by the President, and that the President therefore cannot remain disinterested or objective in the final resolution of the issue, if evidence of injury is provided, and if a remedy is feasible, then a faculty member may so state in a petition to the Chair of the Board of Governors requesting that the issue should be addressed by him or her.

17. Sabbatical Leave

a. Purpose

Sabbatical leave may be granted to a faculty member for the purpose of research, writing or other activity calculated to contribute to professional development and the usefulness of the faculty member to the University.

b. Eligibility

Any person holding faculty rank of Professor, Associate Professor, or Assistant Professor is eligible for sabbatical leave after the completion of at least six years of full-time employment at Shepherd University. After completing a sabbatical leave, a faculty member shall not again be eligible until the seventh subsequent year.

c. Conditions Governing the Granting of Sabbatical Leave

The awarding of sabbatical leave is not automatic but is contingent upon the merits of the request, availability of funds and the instructional needs of the university.

d. Compensation

A faculty member on sabbatical leave shall receive full salary for no more than one half of the contract period or half salary for no more than the full contract period.

e. Procedures and Selection Process

Any eligible faculty member may apply for a sabbatical leave by submitting a written proposal to the Professional Development, Faculty Salary, and Welfare Committee using a Sabbatical Leave Request, Summary Sheet. Acceptable proposals will be those for substantial research, writing, continuing education, or other activities or professional growth and development for the faculty member, which will also be of benefit to the University. Such proposals must include in detail the statement of purpose, objectives or goals, rationale with explanation of how leave would assist you professionally, program design and activities, timetable, supporting documents and a letter from the faculty member's Department Chair, or, if the applicant is a Department Chair, a letter from the faculty member's School Dean or, if the applicant is a School Dean, a letter from the Provost supporting or not supporting the proposal.

To apply for a sabbatical leave for a particular academic year, a faculty member must submit a proposal by November 15 of the preceding academic year. Exceptions to these deadlines may be granted by the Committee only in rare circumstances.

The Professional Development, Faculty Salary, and Welfare Committee will consider all eligible applications for three one-half academic year sabbaticals at full pay, and three full academic year sabbaticals at one-half pay for the academic year. Each sabbatical applicant should clearly note in his/her application which type of sabbatical he/she is applying for. The Committee, in writing, will forward its sabbatical recommendations to the Provost. Taking the recommendation of the Committee into consideration, the Provost will review all of the proposals recommended by the Committee and make a recommendation to the President. Within three weeks of the deadline for submitting applications, the President shall receive from the Committee and the Provost, their recommendations.

f. Obligations of the Faculty Member

An applicant for a sabbatical leave shall submit in writing a detailed plan of activity, which he or she proposes to follow.

In accepting a sabbatical leave, a faculty member shall sign a statement indicating that he or she is aware of and agrees to all conditions of the leave as specified herein.

While on sabbatical leave, a faculty member may not accept remunerative employment without the written consent of the President. Fellowships, grants, assistantships, and similar stipends shall not be considered remunerative employment.

Upon completion of a sabbatical leave, a faculty member shall file with the chair of the "Professional Development Committee," the Provost, and the President a written report of scholarly activities while on leave.

A faculty member is obligated to return for a full year of service upon completion of the leave. Failure to return will obligate the faculty member to fully reimburse the institution for salary received during the period of the leave.

g. Obligations of the University

A faculty member's position, status, and rank shall not be adversely affected solely by his or her absence.

18. Faculty Professional Development Reassignment

The School Deans and the Provost have agreed to reallocate resources necessary for faculty professional development. The release time will include four courses per academic year. The Professional Development Committee has established the following criteria that a faculty member must meet to be eligible for one of these award.

(1) Purpose

Priority for approval should be given to proposals that provide and advance value in the applicant's field and will have a tangible outcome, e.g., a manuscript, a performance, or exhibition, etc.

(2) Eligibility

Any person holding faculty rank of Professor, Associate Professor, or Assistant Professor is eligible to apply for a Faculty Professional Development Reassignment after completion of at least four years of full-time employment at Shepherd University. After completion of a faculty Professional Development

Reassignment, the faculty member shall not again be eligible until the third subsequent year.

(3) Conditions Governing the Granting of a Faculty Professional Development Reassignment

Prior to the end of the first semester of each year, a faculty member must request, and both the Department and the School Deans must affirm in writing to the Committee, that the faculty member who is requesting release time is eligible. The candidate must submit a final proposal on the first day of classes in the Spring Semester of the preceding academic year. The candidate will specify the academic semester for which this award shall apply.

If the proposal involves human subjects or otherwise needs clearance through the Research Ethics Committee, the faculty member must obtain this clearance prior to submitting the proposal for consideration.

(4) Procedures and Selection Process

Each School will be allocated one three-hour release time per year. If a School has no qualified candidates, that School's allocation shall be awarded to the next most qualified candidate from a School that has already been awarded a position.

All proposals shall be submitted to the Chairperson of the Faculty Development Committee. The Committee will forward all final recommendations to the Provost.

Acceptable proposals will be those that provide and advance value in the applicant's field and will have a tangible outcome. Evidence for value in the applicant's field must be included within the supporting letters from both the candidate's Department and School Deans. Both letters must affirm the value of the project to be undertaken. Proposals must include a detailed statement of purpose, objectives or goals, and rationale. A detailed explanation of how this release time will assist the candidate professionally must also be included.

Upon completion of a Faculty Professional Development Reassignment, the faculty member shall file a brief written report of scholarly activities while on Reassignment to the Department Chair, School Dean, Professional Development Committee, and Provost. The faculty member is also encouraged to make a presentation before the Faculty Colloquium Series.

19. Master Faculty Professor

Designation of "Master Faculty Professor" shall be at the discretion of the Provost. This position shall be a part time, non-benefits employment status for one academic year. To be eligible for "Master Faculty Professor," an individual must meet the following criteria:

- a) have served Shepherd University as a full-time, tenured faculty member for a minimum of 5 years;
- b) have tendered a letter of resignation from the full-time, tenured position held;
- c) have a supporting recommendation by the department chair;
- d) have a supporting recommendation by the school dean;
- e) have an established Shepherd University record of achievement that meets the University's Merit Pay criteria; and*
- f) have a record of excellence in teaching.**

Persons who meet the above criteria shall be reviewed and assessed by the academic deans and the Provost for candidacy as "Master Faculty Professor." This review and assessment will include the candidate's merit record and other criteria as

appropriate. During a given academic year, the position of “Master Faculty Professor” shall only be issued in a department where the teaching assignment of a given appointee effectively replaces the equivalent of a department’s necessary adjunct faculty teaching load of nine credit hours. The “Master Faculty Professor” position will not be used as part of the justification for reducing faculty lines in a given academic department.

The “Master Faculty Professor” will teach a minimum either of; a) nine credit hours during the fiscal year, i.e., fall, spring, or summer terms; or b) six credit hours during the fall and/or spring semester, i.e., the entire six credit hours maybe taught in one semester. After consultation with the department chair, the candidate may teach a maximum six-hour load in fall or spring term and a maximum three-hour load during one summer term. However, tenured and tenure-earning full-time faculty members are to be given priority in the assignment of summer courses.

Exceptions to this assignment will occur only under extraordinary circumstances and only upon the recommendation of the department chair and the school dean, with the approval of the Provost.

As a regular member of an academic department, the “Master Faculty Professor” shall have full and equal voting and participation rights as to all affairs of the department, unless otherwise expressly provided for in this Handbook. The “Master Faculty Professor” will be expected to perform non-instructional service that is generally at or near 30% of the standard non-instructional duties of full-time faculty. This service might include one or more of the following: advisement, departmental business, or campus committee work. The specific allocation of non-instructional service shall be coordinated with the department chair and dean. The school dean shall administer institutional commitments of office space and other support for the “Master Faculty Professor”.

The nine-month salary for a “Master Faculty Professor” shall be \$12,000.00. The six credit hour salary for a “Master Faculty Professor” shall be \$8,000. Renewals following the first year shall be at the discretion of the Provost. Generally, the maximum period of service as a “Master Faculty Professor” shall be five years.

After consultation with the department chair and the “Master Faculty Professor,” the school dean shall perform an annual review of the appointee’s completed work effort. If the appointee seeks an additional contract, the dean shall draft an agreement of specific duties to be performed by the appointee during the next contract yeas, should that contract be renewed. The written review and statement of duties, if applicable, shall be forwarded to the Provost for examination and appropriate action.

*The University Merit Evaluation Committee recommendation for the applicant will be utilized in the assessment of the candidate meeting this criterion.

** For the purpose of establishing “excellence” in teaching, the department chair, dean, & Provost will review the three immediate past years of the candidate’s student

evaluations of teaching as a part of the review. To further support “excellence” in teaching, the candidate may submit additional materials.

20. Emeritus Status

The title emeritus may be conferred upon members of the professional staff at the time of retirement. Such title does not, however, automatically entitle its bearer access to institutional resources, but emeriti may be granted limited uses of such resources upon the approval of the President.

To be eligible for appointment to emeritus status, retiring faculty and staff must have completed at least a total of ten years of service at Shepherd University.

21. Personnel Actions and Procedures

a. Notice of Appointments

The President makes all appointments of full-time personnel at the University after consultation with appropriate major administrators and reports those actions to the Board of Governors. Negotiations for an appointment are not binding on the University unless offered in writing by the President.

Every appointment is for one fiscal year or part thereof, in accordance with and in compliance with the annual budget of the Board of Governors, or supplementary actions thereto, as provided by law.

Every appointment will be in writing. A copy of a notice of appointment will be furnished to the person appointed. Such notice will contain terms and conditions of the appointment.

Notices of appointment for each fiscal year will be furnished to appointees following receipt of the Board of Governors' budgetary allocations or approved expenditure schedule. Provisions for the signature of the President and the employee will be included on the notice of appointment. The President's signature will constitute an offer of employment subject to the stipulations in the notice. The employee's signature signifies acceptance of the appointment. The employee should return the signed form to the Office of the Provost within fifteen (15) days from the date on the form, which appears below the President's signature. Failure to return a signed appointment form within 30 days of receipt shall constitute an abandonment of position unless an advance written notice of a commitment to continue employment has been received from the faculty member.

b. Personnel Records

Upon employment by the University, all new employees must complete or submit documentation to begin their permanent personnel file. Faculty personnel files are located in the Office of the Provost and the Office of Human Resources.

As a minimum each file will include official verification of the educational qualifications of each professional employee; official certification of any additional credits earned; and a personnel record on forms provided by the University.

The file of all employees hired subsequent to November 6, 1986 must include a completed Employment Eligibility Verification form. In compliance with the Simpson-Rodino Immigration law, the University requires the supervisor recommending the employee's appointment to assure completion of the form published by the Immigration and Naturalization Service. The supervisor may ask the Office of Human Resources to conduct the employee review and verification.

Copies of the form are available from the Office of Human Resources.

c. Access to Personnel File

An employee may have access to his or her personnel file when the University is normally open for business. An employee may examine his or her personnel file and the contents therein with the following exceptions: materials, which are gathered with the employee's prior agreement to forfeit his or her right of access such as references.

Routine identification of the employee must be established prior to providing access to the personnel file. A representative of the Office of the Provost shall be present with the employee during the review of the record. The date, the time, and location of each review shall be recorded in the personnel file.

A copy of any material in the file, except as noted above, shall be provided to the employee upon request. A small copying fee may be charged. Documentation may not be removed from a personnel file by the employee. An employee may petition at any time for either the removal or addition of documents in his or her own personnel file. The Provost may require employees to schedule an appointment to see the personnel file.

d. Outside Inquiries Regarding Personnel

All requests for employment verification must be received in writing. Such inquiries should be directed to the Payroll Accountant. For the protection of University employees, salary information and employment status will not be released over the telephone.

e. Notification of Changes in Personnel Information

It is the exclusive responsibility of each employee to report promptly changes in personal data, which impact personnel actions such as insurance coverage, payroll deductions, etc. Information is to be reported to all appropriate persons, agencies and parties. Examples of information updates, which should be reported immediately, are changes in address, name, state or number of dependents, marital status, and the individual to be notified in case of emergency.

Notification must be in writing and a copy of such notification will be placed in the employee's personnel file as a permanent record that notification was made.

It is also the responsibility of the employee to provide official copies of transcripts or records certifying the award of additional educational diplomas or degrees. These records should be sent to the Office of the Provost for inclusion in the employee's personnel file.

f. Affirmative Action, Equal Opportunity

Shepherd University is an affirmative action employer and extends equal employment opportunities regardless of color, race, sex, physical disability, age, religion, or national origin. These actions govern the work conditions, hiring, retention, promotion, and the fringe benefits and salaries of employees.

The review of applicants for faculty positions shall be made without regard to race, color, sex, religion, physical disability, age or national origin. The final employment recommendation that is made to the President shall be accompanied by a report on the total field of applicants considered, and in the case of women and minority applicants specifically commenting on why the chosen applicant was the preferred person for the position. The Affirmative Action Officer will also monitor those reports.

The consideration of applicants for non-teaching positions shall also be made without regard to race, color, religion, sex, physical disability, age, or national origin. The Affirmative Action Officer will also monitor the applications for non-teaching positions, compiling applicant flow data which makes special reference to the disposition of applications received from women and from members of minority groups.

Hiring officers shall recruit, hire, train, and see that persons are promoted in all job classifications without regard to race, color, religion, sex, physical disability, age, or national origin. Only valid requirements will be imposed for qualification of employees for promotion opportunities. All personnel actions such as compensation changes, benefit changes, transfers, layoffs, return from layoff, training, education tuition assistance, social and recreation programs, will be administered without regard to race, color, religion, sex, physical disability, age, or national origin.

Shepherd University is in specific compliance with Title IX of the Higher Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational program, employment program, activities, or admissions.

The University Affirmative Action Plan is described in its totality in a document, which is available in the Scarborough Library, the President's Office and the Office of

Human Resources. Appeal and Grievance Procedures for persons with complaints of unlawful discrimination or harassment are set forth in the EEO/AA Plan.

g. Employment of the Disabled

Shepherd University has executed an Assurance of Compliance with Section 504 of the Rehabilitation Act of 1973, as amended. The University assures nondiscrimination in regard to disabled persons. This policy extends to the areas of employment, program accessibility, admission of students, accessibility of physical facilities, treatment of students, academic adjustments, housing, financial aid and employment assistance to students, and non-academic services. No qualified, disabled person shall, on the basis of disability, be excluded from participation in, be denied the benefit of, or otherwise be subject to discrimination under the program sponsored by Shepherd University.

The Director of Human Resources shall coordinate compliance efforts under this policy. Inquiries concerning the program should be referred to the Director. Specific questions concerning compliance in student programs and services should be directed to the Dean of Students. Similarly, inquiries related to the instructional programs should be directed to the Provost or the campus ADA Coordinator.

h. Sexual Harassment

Sexual harassment is prohibited sex discrimination under Section 703, Title VII, Civil Rights Act of 1964. It is contrary to the policies of Shepherd University for any employee to sexually harass another employee or student of the University by (a) making unwelcome sexual advances or requests for sexual favors or other verbal or physical conduct of a sexual nature a condition of employee's continued employment or a student's progress toward completing course requirements, or (b) making submission to or rejection of such conduct a basis for employment decisions or academic progress decisions, or (c) through such conduct creating an intimidating, hostile, or offensive working environment for an employee or unreasonable interference in a student's educational progress.

Shepherd University non-student employees who are victims of sexual harassment while on the job, whether or not the incident is perpetrated by a university employee, should report the incident immediately to their supervisor, or the affirmative action director if the alleged perpetrator is the employee's supervisor. Shepherd University student employees who are victims of sexual harassment while on the job at Shepherd University, whether or not the instance is allegedly perpetrated by a University employee, should report the instance immediately to their supervisor, or if the alleged perpetrator is their supervisor, the report should be made either to the Provost or to the Dean of Students, as appropriate. Instances of sexual harassment alleged by non

employee students may be reported to the supervisor of the accused, if the accused is an employee of the University, or to the Student Affairs Office. In order to allow a formal

investigation, a complaint must be written and signed, and the complainant must furnish his or her mailing address.

Any University employee who has been found by the University, after appropriate investigation to have sexually harassed another employee or student of the university will be subject to appropriate sanctions depending on the circumstances, from a warning letter in his or her file up to and including termination. Any student who is found guilty of sexual harassment of a university employee while on the job at Shepherd University or another Shepherd University student will be subject to the established student disciplinary process.

The University recognizes that the question of whether a particular action or incident is a purely personal, social relationship without a discriminatory effect requires a factual determination based on a thorough investigation of the alleged action or incident.

The University recognizes the delicate balance situation of faculty whose presentations of subject matter may unavoidably broach topics with implied or explicit sexual overtones. Given the nature of this type of discrimination, the University recognizes also that false accusations of sexual harassment can have serious effects on innocent women and men.

Shepherd University Procedures in Sexual Harassment Complaints

Response to sexual harassment complaints is to be speedy and confidential. The steps in the procedure of processing sexual harassment complaints are as follows:

Official Process: Informal Resolution of Harassment Complaints

Informal resolution of complaints, when possible, can be an effective way of correcting misconduct. The process is as follows:

- (1) A victim or third party submits a complaint to the campus Ombudsperson. An initial meeting between the Ombudsperson and complainant takes place. All options are explained by the Ombudsperson.
- (2) If the Informal Resolution option is chosen, the complainant may engage in the following actions:
 - a. Opt for a meeting with the alleged harasser and the Ombudsperson. All parties are permitted to bring support persons (friend, family member, colleague, etc.). The Ombudsperson can limit the number of support persons present to a reasonable number. The Ombudsperson will serve as mediator, listening to all views and establishing a resolution document or mediation agreement as appropriate.

- b. Opt for the Ombudsperson to meet with all parties separately. The Ombudsperson listens to all views, presents views of opposing parties to each other, and establishes a resolution document or mediation agreement as appropriate.
- (3) The resolution document or mediation agreement may include a "no-contact arrangement" and/or other provisions. The outcome of the informal resolution should meet the satisfaction of all parties to the fullest extent possible. If the complainant is not satisfied, the Ombudsperson will review other options available.
- (4) Records, including the resolution document, are submitted to the office of Ombudsperson for filing.
- (5) The Ombudsperson will follow-up with parties within two weeks of the resolution if one was reached. Additional follow-up contacts will be made as needed.
- (6) Proceedings and records will be confidential to the fullest extent possible. If additional complaints arise subsequently as to the same employee, the earlier records may be evidence of a continuing practice of misconduct.
- (7) Complainants should act in a timely fashion. The Ombudsperson will, in all cases, attempt to resolve informal complaints within two weeks of notification of the complaint.

Official Process: Formal Resolution of Harassment Complaints

Any student who feels that informal resolution of a complaint will not be or has not been satisfactory should file a formal written complaint with the Ombudsperson.

- (1) Since the passage of time makes the resolution of complaints more difficult, it is recommended that the written complaint be filed as soon as possible from the date of the incident(s).
- (2) A complaint filed against a professor by a student currently enrolled in the professor's class should be made as soon as possible. The student may choose to have the complaint held confidentially until the end of the semester, at which time the complaint will be resolved. But some situations may require immediate action on the part of the University.
- (3) A complaint against another student will be referred to the Assistant Dean of Students for management as a student disciplinary matter.

- (4) The President shall annually designate an eight-member body made up of four faculty and four staff. The Ombudsperson will randomly select two panelists from the same group as the person accused and one panelist from the other group to investigate each formal complaint. Immediate supervisors of the accused or the accuser, or any person with a specific, known bias, will be excluded from serving on the three member panel. The formation of the panel will be completed within two weeks of the submission of the written complaint, except where extenuating circumstances require additional time.
- (5) When a formal written complaint against an employee is received by the Ombudsperson, a three-member panel will be selected (as noted in number 4) and copies of the complaint will be given to panel members. Panel members will conduct such investigation into the facts and circumstances of the complaints as may be deemed appropriate by any of the panel members.
- (6) The panel may meet with the accuser, accused, and any witnesses relevant to its investigation, but shall at all times act collectively as a group and not individually. The investigation will be completed within four weeks of the formation of the panel, except where extenuating circumstances require additional time.
- (7) The panel shall prepare a written report of its factual findings and conclusions regarding the merits of the complaint. This report may, if applicable, include dissenting conclusions. If the report finds any part of the complaint to be meritorious, then the report will designate appropriate action with respect to the perpetrator. The panel will complete the written report within one week of the close of the investigation, except where extenuating circumstances require additional time.
- (8) The panel shall direct its written report to the Ombudsperson and to the executive officer who supervises the accused. The Ombudsperson shall then provide a copy of the report to the accused and the accuser and notice of whether the executive officer implemented some form of adverse action as to the employee-perpetrator.
- (9) Appeals on the part of the accuser may be directed to the President. The accused may appeal any adverse action by following the established grievance procedures of the University.

Action To Be Taken Against Perpetrators

Any supervisor, agent, or other employee who is found, after appropriate investigation, to have engaged in the sexual harassment of another employee or student will be subject to appropriate sanctions depending on the circumstances, up to and including termination.

i. Consensual Amorous Relationships

The appearance of a compromising conflict of interest, or of coercion, favoritism or bias in educational or academic evaluation is prejudicial to the interest of Shepherd University, its members, and the public interest, which it serves. Amorous relations between faculty members and students with whom they also have an academic evaluation role create such an appearance, even where the relationship is genuinely consensual. Such relationships are particularly susceptible to exploitation. The respect and trust accorded a professor by a student, as well as the power exercised by the professor in an academic or evaluative role, make voluntary consent by the student suspect. Even when both parties initially have consented, the development of such a relationship renders both the faculty member and the institution vulnerable to possible later allegations of sexual harassment in light of the significant power differential that exists between faculty and students.

Therefore, faculty members are advised against participating in amorous relationships with students enrolled in their classes or with students whom they otherwise evaluate, grade, or supervise. Similarly, faculty members should avoid situations requiring them to evaluate, grade, or supervise students with whom they currently have an amorous relationship. Whenever such a situation arises or is foreseen, the faculty members shall report the situation promptly and seek advice and counsel from an appropriate administrative superior. That superior shall take effective steps to insure unbiased supervision or evaluation of the student.

For purposes of this policy, "faculty" shall include all full- or part-time university personnel who teach or carry out research, including graduate students and administrators with faculty status. Evaluative situations may include, but are not limited to the following: supervising instruction; evaluating academic performance; supervising independent study; or serving on committees for awards or prizes.

j. Drug-Free Workplace Policy

The purpose of this policy is to comply with the Drug-Free Workplace Act of 1988 (Pub L. 100-690, Title V, Subtitle D) federal statute enacted by Congress.

All Shepherd University employees, including faculty, classified and non-classified staff, and student employees are covered by this policy.

- (1) The unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited at the workplace.
- (2) Reporting for work under the influence of a controlled substance is prohibited.
- (3) Violation of any of the prohibitions may result in immediate dismissal.
- (4) An awareness program for Shepherd University employees will be established. Recommended means of communication is the *Shepherd University Record*. The program will inform employees about:
 - (a) The dangers of drug abuse in the workplace.
 - (b) Shepherd University's policy regarding a drug-free workplace.
 - (c) Consequences of violation of the policy.
 - (d) The Faculty and Staff Assistance Program.
- (5) Each current employee will receive a copy of the policy and certify receipt thereof. Each new employee will receive, and certify receipt of, a copy of the policy as part of employment processing.

The certification shows that the employee:

- (a) has received a copy of the policy.
- (b) agrees to abide by the terms of the policy.
- (c) understands that under federal law and as a condition of employment, if the employee is convicted for violation in the workplace of any criminal drug statute, he or she must report said conviction to his or her supervisor and the Director of Human Resources no later than five days after such conviction.

k. Smoke-Free Environment

The United States Environmental Protection Agency released a report and findings regarding cigarette smoke, which is relevant to the health of every student and employee of Shepherd University. The EPA's findings establish a new understanding of how dangerous exposure to tobacco smoke really is. It is now

clear and scientifically established that non-smokers suffer serious exposure to unnecessary health risks on account of so-called "second-hand smoke."

Traditionally, Shepherd University and its sister institutions of higher education have tried to find a reasonable accommodation between the interests of smokers and non-smokers. Now, however, the findings of the federal agencies indicate that there is little room for balance in this difficult question.

Smoking or burning of any tobacco product (cigarettes, cigars, pipes, etc.) is prohibited within any administrative, academic, or any other building of Shepherd University. Except as described below, there will be no exceptions to this smoke-free policy.

The no-smoking policy is effective July 1, 1993 in all buildings. Residence halls shall be classified into "smoking floors" or "non-smoking floors" by the Vice President of Student Affairs.

The use of tobacco products, such as snuff and like substance, is prohibited in all buildings. Smoking of any tobacco product is also regulated in some outdoor areas, as marked by signage.

22. Attendance and Absence

a. Punctuality

Promptness in being on the job, at the specified time, as well as completing the contracted work week is expected. When an employee cannot for any reason report to work on schedule or when an employee will be absent from work it is the employee's responsibility to notify the supervisor. Advanced notice will enable the supervisor to make arrangements to meet the obligations of the unit in the absence of the employee.

b. Leave of Absence Without Pay

A full-time regular employee upon application in writing and upon written approval by the President may be granted a continuous leave of absence without pay for a period of time not to exceed one year.

The President, at his discretion, may require the written approval of the supervisor before accepting the written application of an employee for a leave of absence without pay.

The President, at his discretion, shall determine if the purpose for which such a leave is requested is proper and within sound administrative policy.

At the expiration of leave of absence without pay, the employee shall be reinstated without loss of any rights unless the position is no longer available due to reduction of staff caused by curtailment of funds or a reduced workload. Failure of the employee to report promptly at the expiration of a leave of absence without pay, except for satisfactory reasons submitted in advance, shall be cause for termination of employment by the institution.

Petitions for leave without pay should be submitted prior to the eighth of the month in which leave is requested. In order for the University payroll not to be delayed in processing at the state capital, an employee who requests leave without pay will be removed from his or her salary position and placed on the hourly category on the payroll records. No reduction in pay will result from this procedure, but the employee will not receive his or her check on the same date as those employees on the salaried payroll. Hourly paychecks will be distributed one pay period in arrears.

If a faculty member submits a request of leave of absence for an entire semester, then the following deadlines should be observed. Requests for leaves during the fall semester should be submitted no later than March 1 of that calendar year. Requests for the following spring semester should be made on or before October 1 of the preceding fall. Leaves of absence granted for requests submitted after these dates will be contingent upon the ability of the University to make satisfactory arrangements to fulfill responsibilities for the absent faculty members.

c. Illness and Other Absence

Faculty on nine-month appointments do not accrue sick leave days. Arrangements are to be made with the Department Chair for coverage of classes or other duties. Under extraordinary circumstances arrangements to cover classes or other duties because of faculty absence due to sickness may be made after consultation between the Department Chair, the School Dean, and the Provost.

Faculty members should notify their Department Chair promptly concerning all absences from instructional duties. Notification is to be given even if arrangements have been made by the faculty member to cover responsibilities.

The Shepherd University form, Class Arrangements for Faculty Absences and Faculty Sick Leave Report, must be filed for each occasion of absence. Forms on which the cause for absence is indicated as personal illness or cause charged as sick leave must be filed with the Department Chair.

The University makes no deductions from salary for faculty absence from classes or other responsibilities because of illness unless: (1) the absence continues for more than a few days, or (2) in case of protracted illness, a substitute is employed. Such cases will be handled on an individual basis as they arise. If a substitute is employed, the President must approve the temporary appointment. A Department Chair shall report his or her absence from class or other duties to the Dean.

d. Witness and Jury Leave

Upon application in writing, a permanent, tenure-track, provisional or temporary employee of Shepherd University may be granted leave as a witness or juror. Annual leave will not be charged under the provisions of this policy.

When, in obedience to a subpoena or direction of proper authority, an employee appears as a witness for the Federal Government, the State of West Virginia, or a political subdivision thereof, the employee shall be entitled to leave with pay for such duty and for such period for required absence.

When attendance in a court is in connection with an employee's usual official duties, time required in going and returning shall not be considered as absence from duty.

When an employee serves upon a jury, or is subpoenaed in litigation, the employee shall be entitled to leave with pay for such duty for such period of required absence.

e. Military Leave

An employee who is a member of the National Guard or any Reserve Component of the Armed Forces of the United States shall be entitled to and shall receive a leave of absence without loss of pay, status, or efficiency rating, for all days in which engaged in drills or parades ordered by proper authority, or for field training or active service for a maximum period of thirty (30) calendar days in any one calendar year ordered or authorized under provisions of state law.

Without loss of pay shall mean that the employee shall continue to receive normal salary or compensation notwithstanding the fact that such employee may receive other compensation from federal sources during the same period. Furthermore, such leave of absence shall be considered as time worked in computing seniority, eligibility for salary increase, and experience with the institution.

An employee shall be required to submit an order or statement in writing from the appropriate military officer in support of the request for such military leave. The terms of this policy shall not apply under the provisions of any Selective Training and Service Act, or other such Act whereby the President may order into active duty the National Guard and the Reserve Components of the Armed Forces of the Federal Government.

23. Faculty Recruitment and Hiring Procedure

a. Announcing the Position/Recruiting:

- (1) Dean receives permission from the Provost to recruit for a position after the Provost receives permission from the President. Rank and salary range are agreed upon.

- (2) Dean notifies the Department Chair of agreement to seek new faculty hire with rank and salary range agreed upon.
- (3) Department Chair sets up Search Committee in compliance with the University, School, Department and/or PEUC policy. The search committee chair, after consultation with the School Dean and the Provost, will ensure that the candidate(s) will be interviewed by personnel impacted by the hire.
- (4) Search Committee/Department Chair writes Position Announcement which includes tenure status, starting date, what to include in application package-statement of teaching philosophy, letter of application, unofficial transcripts, reference letters, curriculum vitae.
- (5) Search Committee schedules the Human Resources Director to attend the first committee meeting to review AA/EEO requirements.
- (6) Department Chair/Search Committee contacts Human Resources to begin a job posting through the online HR system indicating salary range and advertisement venues. Search budget is established. Search committee ensures that the Department Chair, the School Dean, and the Provost each have a copy of the curriculum vitae for each candidate who is brought to campus for an interview.
- (7) Chair of Search Committee sends Position Announcement to such sources as may maximize racial and ethnic diversity and gender representation on the faculty.
- (8) Human Resources places the ads in publications indicated on the job posting after discussion with appropriate Dean and send the notice of position opening to colleges and universities with large minority enrollments.
- (9) Applicants apply through the online HR system. They receive confirmation that their application was received.
- (10) Applicants may provide affirmative action information when they apply.
- (11) Electronic applications go directly to the Search Committee.
 - b. Selecting Candidate:
 - (1) The School dean establishes the search budget in consultation with the Search Committee Chair.

- (2) Search Committee reviews application packages, conducts telephone interviews, if appropriate, and selects applicants to be interviewed on campus. Up to three (3) applicants may be invited to the campus for an interview without prior permission of the Provost.
- (3) Search Committee arranges interview schedule for on-campus interviews with the Provost, Dean, Department Chair, and Search Committee.
- (4) Search Committee invites applicants to campus for interviews and provides applicants with state regulations regarding travel arrangements, reimbursable expenses information (hotel, airline tickets, travel expenses, settlement form, etc.).
- (5) Search Committee sends applicant schedule for visit/interview. Makes reference checks before each candidate comes for interview. Should also send applicant information about Shepherd University, Shepherdstown, the region, hotels, map of the campus, etc.
- (6) Search Committee conducts interviews and completes reference checks as necessary. The School dean, after consultation with the Provost, shall either directly or through a designee, discuss salary with each candidate prior to the candidate leaving campus. The dean, or the dean's designee shall, after consultation with the Provost, also discuss any special conditions of employment, e.g., time towards tenure that may be granted to the candidate consistent with University policy.
- (7) Search Committee/School Secretary works with the candidates for travel reimbursement, and ensures verification of highest degree earned.
 - a. After the Interview/Selection:
 - (1) The committee determines and recommends all suitable candidates from the finalists brought to campus for an interview. The committee sends a memo listing the strengths and weakness of all acceptable candidates to the department chair. (ranked or unranked)
 - (2) The department chair recommends suitable candidates from the list of acceptable candidates forwarded by the search committee and brought to campus for an interview. The Chair sends along with the committee's memo, a memo listing the strengths and weakness of all acceptable candidates to the school dean.

Some departments may choose to vet candidates through a vote at a faculty meeting. In those particular instances the department chair's memo should reflect the spirit of the department vote but does not preclude the chair from making a different recommendation.

In the event that the chair does not recommend a candidate forwarded by the committee, a meeting will be held between the department chair and search committee chair, and members of the search committee to explain the decision.

- (3) The school dean determines and recommends all suitable candidates from the list of acceptable candidates forwarded by the search committee and brought to campus for an interview. The School Dean sends along with the department chair's memo and committee's memo, a memo listing the strengths and weakness of all acceptable candidates to the Provost.

In the event that School Dean does not recommend a candidate forwarded by either the department chair or the search committee, a meeting will be held between the department chair, search committee chair, and members of the search committee and the dean to explain the decision.

- (4) The Provost determines and recommends all suitable candidates from the list of acceptable candidates forwarded by the search committee and brought to campus for an interview. The Provost sends along with the memos from the school dean, department chair and search committee, a memo listing the strengths and weakness of all acceptable candidates to the President.

In the event that the Provost does not recommend a candidate forwarded by the school dean, chair or the search committee, a meeting will be held between the Provost, the School Dean, the department chair, search committee chair, and members of the search committee to explain the decision.

- (5) The Provost obtains the President's approval by email or by hard copy, signed memorandum of acceptable candidates.
- (6) Provost notifies the Dean of hiring decision. Should the candidate wish to have the terms of the original offer reconsidered, the School dean, or the dean's designee, after consultation with the Provost, will enter into such discussions.
- (7) Dean makes offer to candidate and informs candidate that official offer letter from the University President will be sent by the Provost and is reminded of necessity to send official transcripts to the Provost. Dean informs candidate that first paycheck will be available four weeks after start date of contract.

- (8) Dean informs the Provost of candidate's response by email or by hard copy, signed memorandum.
- (9) President's Office prepares offer letter with details of hiring secured from the Provost, i.e. salary, rank, title, tenure status, acceptance of previous teaching experience, starting date, and reimbursable expenses.
- (10) The Provost in consultation with the department chair and school dean prepares a letter of hire that outlines expectations. This letter details the specific initial expectations developed by the department (program development, service needs, outreach, special projects, research/grants) outlined for the candidate. This letter should be reviewed annually for evaluation purposes by the Department Chair and the School Dean.
- (11) President's letter is sent by the Provost to the candidate setting forth the hiring details and including a contract to be signed and returned if the offer is accepted along with a form authorizing a background check.
- (12) Once a signed letter is returned to the Provost, a copy of offer letter and letter of hire is sent to the Dean and Department Chair. The Dean informs Department Chair/Search Committee of the candidate's acceptance. The Dean informs the School Secretary so information is ready to be entered into Human Resources System.

b. Completion of Hire:

- (1) Upon return of signed contract to the Provost's Office, the Dean is notified by Provost. The Dean notifies the Department Chair and Chair of the Search Committee.
- (2) Department Chair submits Hiring Proposal through the online HR system through approval hierarchy (Department Chair, Dean, Provost, Administration and Finance, and Human Resources).
- (3) Chair of Search Committee notifies Human Resources to generate "rejection" email messages to all applicants who were not called for interviews. Chair of search committee calls all candidates who were interviewed.
- (4) Files of all candidates are sent to the Dean who shall maintain them for three years.

- (5) When new hire arrives on campus, an appointment will be made with Human Resources to sign up for benefits, fill out state and federal tax forms with local address (if not done previously), complete I-9 form, complete drug and alcohol prevention form, be given paperwork to elect pay check disposition (direct deposit, mailing, etc.). and be sent to the Rambler Office for I.D. Card and Public Safety Office for parking permit. New employees may not work beyond three days without completing the Federal I-9 form. If they have not completed it by their third day they may not return to work until it is done.
- (6) Chair of Search Committee compiles record of search and, in writing, explains final decision if protected minority or female candidates were interviewed and not hired, and sends to the Provost.

24. Searches for Academic Deans

- (1) Searches for academic deans will be conducted under the auspices of the Office of the Provost. The composition of the search committee will be determined by the Provost in consultation with the personnel to be affected by the search. In the case of school deans, each school department will elect a member or members to serve on the search committee.
- (2) A representative of the Provost will be designated to serve as an ex-officio member of all academic deans search committees. This individual will initially convene the committee and conduct the election of a search committee chair. This individual will serve as a voting member of the committee.
- (3) The search committee members will elect a chair from among the tenured faculty members of the committee. Departments are strongly urged to have tenured faculty members serve on the committee.
- (4) The candidate(s) brought to campus will be interviewed by personnel selected by the search committee after consultation with the Provost's representative on the committee and the Provost.
- (5) The search committee members will ensure that a written record of all committee meetings, votes, and recommendations is maintained and, once the search is completed, is placed on file in the office of the Provost.
- (6) The search committee members will provide the Provost with a statement that will indicate the committee's prioritized list of recommended candidate(s) for the position, as well as the strengths and weaknesses of all candidates interviewed for the position.

25. Outside Employment

a. Outside Activities on University Time

Appointments to a full-time position at the University are subject to the following conditions:

- (1) The employee shall render full-time service to the University. Outside activities shall not be restricted unless such activities or employment interfere with the adequate performance of duties. Periodic review of outside services will be conducted by supervisors.
- (2) If outside employment or service interferes with the performance of regularly assigned duties of the employee, the University has the right to make such adjustments in the compensation paid to the employee as are warranted by the employee's services lost to the University, and by the employee's use of institutional equipment and materials.
- (3) Any professional or faculty employee of Shepherd University is required to obtain institution approval from the President for any outside work done for profit in the employee's field of expertise.
- (4) Faculty and all employees must avoid any outside employment or for-profit enterprise which might create any form of professional conflict of interest.

b. Consulting

The University encourages personnel to serve as consultants to area school systems, industries, and organizations. Naturally, the employee's responsibilities to the University will take precedence over requests from others for services, but if satisfactory arrangements can be made and approved by the employee's supervisors, the individual is encouraged to accept a request from a party desiring specified services.

The employee who accepts an invitation to serve as a consultant with supervisory approval will not receive a reduction in salary for the period of absence from work. For this reason, any person serving as a consultant while in the employ of the University is requested not to accept an honorarium for services. One exception to this policy will be if the requesting agency is willing to pay expenses for mileage, meals, and lodging. Then, the employee is encouraged to accept such payments, thus realizing a savings of university funds.

Requests for other exceptions to this policy should be directed to the employee's supervisor and to the respective major administrator, who will make a recommendation to the President. Extra compensation for teaching off-campus classes or classes outside the regular workday (non-faculty personnel) is not subject to this policy; nor are assignments accepted by employees on annual leave. All such outside employment must have the prior approval of the President.

26. Termination of Employment

a. Voluntary Termination

Shepherd University accepts the AAUP's positions that faculty mobility in higher education is desirable and that institutions and individuals both have responsibilities for ensuring that mobility is minimally disruptive to both. Upon accepting an appointment elsewhere, the faculty member should inform the Department Chair promptly and in writing.

Upon notice of resignation, the employee's supervisor will file the Request for Personnel Action Form.

b. Voluntary Phased Retirement

A Phased Retirement System (PRS) shall be available for tenured full-time faculty. The Phased Retirement System shall include all of the following elements:

- 1) Beginning effective in the contract year immediately following an individual's 60th birthday, the individual may elect to contract with the University to enter the PRS. The period in which an individual may enter the PRS shall last until the conclusion of the fourth contract period within which the individual would have been eligible to enter the PRS, and thereafter the eligibility will expire.
- 2) To enter the PRS an individual must notify in writing his or her Dean and secure the written agreement of the Provost. Generally, notice must be given at least 6 months in advance of the proposed effective date. If such permission is granted, an individual who opts to enter the PRS will be offered continued employment by the University as a faculty member until the end of the fourth regular academic semester (i.e., fall and spring semesters) of participation. Employment during the summer semesters while in the PRS would be subject to the mutual agreement of the faculty member, the Department Chair, the School Dean and the Provost. At the end of the designated period of phased retirement employment, the faculty member will have no vested employment rights with the University.

- 3) An individual who is in the PRS may, without penalty, at the end of any academic semester, opt to terminate his or her employment with the University as a phased retirement employee. If this option is taken, at the termination of employment in the PRS the individual will have no vested employment rights with the University.
- 4) The University will continue to provide an individual on phased retirement with all rights and privileges which are normally extended to faculty or staff who hold full-time status, except that benefits other than insurance benefits will be provided in proportion to the faculty or staff member's contract time during the semester in which he or she is employed by the University. Base Salary during the period of participation in the PRS shall be reduced to either 75% or 50%, as of the effective date of the PRS contract, based upon the faculty member's agreement to teach a 75% or 50% load. The faculty member's subsequent pay increases during the remainder of participation in the PRS will be exactly the across-the-board pay increases provided to faculty in each contract year, and no merit pay.
- 5) A PRS member may, in either contract year, opt to work with either a three-fourths time (75%) or a one-half time (50%) annual faculty academic year contract. The appropriate allocation of teaching and other assignments during the academic year will be determined by discussion between the PRS participant and the department chair, with the approval of the School Dean; provided that if an individual chooses to teach full-time in the spring semester, all pay will be received during the spring semester.
- 6) It is the responsibility of the individual who enters the Phased Retirement Plan to contact the Director of Human Resources, TIAA/CREF and other appropriate agencies to assure that the appropriate health insurance and other retirement options are properly maintained.
- 7) Notwithstanding the provisions of Paragraph One of this policy, any faculty member who is 60 years of age or older as of the effective date of the revised PRS policy shall have a minimum period of eligibility to enroll in the PRS of up to May 15, 2008.

c. Dismissal of Faculty

The dismissal of a faculty member shall be affected only pursuant to the procedures outlined herein and only for one or more of the following causes:

- (1) Demonstrated incompetence or dishonesty in the performance of professional duties;

- (2) Personal conduct which substantially impairs the individual's fulfillment of institutional responsibilities;
- (3) Insubordination by refusal to abide by legitimate and reasonable directions of administrators or of the Board of Governors;
- (4) Physical or mental disability, for which no reasonable accommodation can be made, making the faculty member unable, within a reasonable degree of medical certainty and by reasonably determined medical opinion, to perform assigned duties;
- (5) Substantial and manifest neglect of duties;
- (6) Failure to return after a leave of absence; and
- (7) Maintenance of an unethical relationship with a current student by faculty or staff, sexual harassment, or acts of unlawful discrimination.

In dismissal for cause, the President shall institute proceedings by giving the faculty member a written notice by registered or certified mail, return receipt requested. The dismissal notice shall contain:

- (1) Full and complete statements of the charge or charges relied upon; and
- (2) A description of the appeal process available to the faculty member.

d. Termination of Faculty Due to Reduction or Discontinuance of an Existing Program

A faculty member's appointment may be terminated because of the reduction or discontinuance of an existing program as a result of program review, in accordance with appropriate policy relating to review of academic programs, provided no other program or position requiring equivalent competency exists. If, within two years following the reduction or discontinuance of a program, a position becomes vacant for which the faculty member is qualified, the President shall make every effort to extend first refusal to the faculty member so terminated.

If a faculty member is to be terminated as a result of program reduction, then the President shall institute proceedings by giving a faculty member written notice of such nonretention by certified mail, return receipt requested. The dates of formal notification shall be those specified in the policy on nonretention during tenure-track faculty status.

e. Termination Due to Financial Exigency

(1) Declaration

Should the West Virginia Higher Education Policy Commission, the Board of Governors, or the President, determine, define, and declare that a state of financial exigency does exist, then the University shall have the right to take extraordinary action, including a selective reduction in personnel and a selective elimination or curtailment of units or programs in either the instructional or non-instructional areas of the University, or both. Such action shall be and for reasons consonant with the long-range educational mission of the University.

(2) Presentation of the Plan

A specific plan for the reduction of personnel and programs or units in either the instructional or non-instructional areas, or both, shall be presented by the President in consultation with the major administrators. This plan, including the rationale used in determining the financial exigency and the rationale used by the University in recommending termination, shall be presented to Faculty and Staff. A reasonable period of time will be allowed for written comment on the plan, subject to circumstances of the exigency.

(3) Criteria

In considering where terminations should occur, the following factors, among others, shall be taken into consideration:

- role and contributions of the academic program or administrative unit within the University's mission.
- dependence of other programs or units upon the program or unit proposed for termination.
- quality and relative costs of programs or units.
- qualifications and performance of personnel within the program or unit.
- organizational arrangements which might serve as alternatives to termination.
- arrangements for phasing out the program or unit as an alternative to abrupt discontinuance.

- the effect on the institution's affirmative action compliance.

The conclusions reached ultimately remain at the sole discretion of the President and/or the governing board.

(4) Termination of Personnel

When an employee terminates service with the University (voluntarily or involuntarily), the employee must surrender all keys issued to him/her and must account for all other property held in his or her custody.

A checkout form must be completed with appropriate signature assuring compliance and filed with the Vice President for Administration and Finance before the last paycheck will be issued to the employee. The checkout forms for faculty are available in the Office of the Provost.

B. Instructional Administration

1. Schedules

a. Schedule of Classes

The schedule of classes for each semester and summer session is recommended by each of the schools and submitted to the Provost and the Registrar. It is the duty of the Registrar to see that a workable master schedule of all classes is prepared from these recommendations. The schedule of classes for any regular semester includes a listing of planned course offerings for the following regular semester.

Schedules are duplicated well in advance of each semester or summer session. They are distributed by the Registrar's Office. Changes after the schedule is circulated to the public are made only in unusual circumstances by authorization of the Registrar.

b. Class Periods

The normal daytime class period is 50 minutes on Monday, Wednesday, and Friday; and 75 minutes on Tuesday and Thursday. Classes may be scheduled for periods of different duration when meeting in the evenings, on Saturdays, and in the summer sessions. Classes in the Evening Program begin after 6 p.m. All classes should begin on time and end promptly. Any change in the time and place set for the class meeting must be approved by the School Dean and the Provost.

AMENDMENT OF BYLAWS

At the September meeting of the Board, discussion by members indicated an interest in establishing the working committees of the Board as Standing Committees, in an organizational construct more similar to the structure utilized a number of years earlier.

The following pages reflect a set of proposed updates to the Bylaws, and these were distributed to all members as a preliminary draft on November 1. Pursuant to Article Fifteen of the Bylaws, distribution at least fifteen days in advance qualifies the November 16th meeting for the Board to take up amendments to the Bylaws, as the Board determines.

The proposed revisions would accomplish the following:

Article 1: Deletion of language which is in Code and which is operational as to the Governor, not the Board members, and therefore does not contribute to the value of the Board's Bylaws.

Article 3: Correction of two spelling errors which have been in the text of the Bylaws since 2001, but overlooked.

Article 4: Prior practice has been that when the Board has chosen to delegate authority to a committee by resolution, the committee so delegated has adopted resolutions in a formal meeting and we have documented those in minutes certified by the Chair of the Committee. The revision would expressly authorize that practice. The revision of the second sentence would clarify the operational procedures of executive sessions of the Board.

Article 7: The deletion of the sentence referring to committee reports is proposed because the Board has not operated in that manner. Most committee meetings of the Board are conducted in the hour or two immediately preceding a Board meeting, so that a written report is not operationally viable. The deletion will not preclude written reports when a committee has the ability to generate a written report and wishes to do so.

The additional edits in this article would establish five standing committees. The separation of the Audit Committee with a more narrow focus restores it to the original status and role which was created for it in 2006. Although not required by law, this role establishes an independent audit/ compliance committee-mission consistent with the spirit of Sarbanes/Oxley. This structure would establish three standing committees whose scope would encompass the breadth of the University's interests and operations.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the amendments to the Bylaws as presented in the agenda materials of November 16, 2016.

BOARD OF GOVERNORS BYLAWS

Initially adopted August 9, 2001

Amended December 2003

Amended May 2005

Amended January 2006

Amended June 2013

Amended November 2016

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Article 1: The Board of Governors

The official name of the Board shall be "The Shepherd University Board of Governors." The Board of Governors and their successors in office are created by the people of West Virginia through the Code of West Virginia as a public body, known as The Shepherd University Board of Governors, with the power of general supervision and control over the academic and business affairs of the institution. The Board shall consist of twelve members:

- * One full-time member of the faculty with the rank of instructor or above duly elected by the faculty;
 - * One member of the student body in good academic standing, enrolled for college credit work and duly elected by the student body;
 - * One member of the institutional classified staff duly elected by the classified staff;
- and
- * Nine lay members appointed by the Governor by and with the advice and consent of the Senate.

Of the nine members appointed by the Governor, no more than five may be of the same political party. At least five of the members shall be residents of the state. The student member serves for a term of one year. Each term begins on July 1. The faculty member and the classified staff member shall serve for a term of two years. Each term begins on July 1. These members are eligible to succeed themselves for three additional terms, not to exceed a total of eight consecutive years. The appointed lay citizen members shall serve terms of four years each. The appointed lay citizen members shall be eligible to succeed themselves for no more than one additional term. Citizen members who are appointed to fill unexpired terms are eligible to succeed themselves for two full terms after completing an unexpired term.

~~A vacancy in an unexpired term of a member shall be filled for the unexpired term within thirty days of the occurrence of the vacancy in the same manner as the original appointment or election. Except in the case of a vacancy, all elections shall be held and all appointments shall be made no later than the thirtieth day of June preceding the commencement of the term, except the election of officers for the term beginning in July, two thousand one shall be made that July.~~ The Board of Governors shall elect one of its appointed lay members to be chairperson in June of each year. No member may serve as chairperson for more than four consecutive years.

Other than in the case of written resignation submitted to the Board, each member shall remain in office until a successor has been established by the required process. No member of the Board shall be eligible to appointment to any paid employment in the University.

Article 2: Meetings of the Board

The Board shall meet in regular session not less than six times in each fiscal year, and as agreed to by the Board, or at the call of the Chair or the President of the University. The President shall call an emergency meeting of the Board within 10 days upon the written request of any six members of the Board, which meeting shall be limited to the emergency agenda item(s) identified in such a request.

The annual meeting will be held in June of each year.

Meetings will ordinarily be held at Shepherd University in Shepherdstown, but may be held at such other times and places as the Board may determine.

A majority of members (7) shall constitute a quorum to do business, but a smaller number may meet and adjourn to some other time or until a quorum is obtained. Telephonic or other real-time means of attending the meeting shall qualify toward the quorum.

The business at each meeting shall be conducted under general parliamentary rules set forth in Robert's Rules of Order as modified by the Board.

The agenda for every meeting of the Board shall be prepared by the President in consultation with the Chair. Any member of the Board of Governors may present to any meeting of the Board any item whether or not the same is on the agenda of the meeting, but no action shall be taken on a non-emergency item if not on the agenda.

Meetings of the Board shall be open to the public as provided by law.

Minutes of each meeting of the Board shall be prepared, approved by the Board, and recorded permanently with the signatures of the Chair and Secretary.

Article 3: Voting Procedures

Votes on all matters coming before the Board or any of its committees shall be taken by voice vote, but a ~~rolle~~ call vote shall be taken upon the motion and second for a ~~rolle~~roll call vote.

Whenever any member participates in a meeting of the Board by telephone or any other means when not physically present at the meeting location, such member(s) shall be individually polled as to each vote of the Board.

No member may vote by proxy.

Article 4: Executive Sessions

By vote of a majority of the members present at any meeting of the Board, and in accordance with the West Virginia Open Governmental Proceedings Act, portions of a meeting may be closed to the public.

No minutes shall be taken of executive sessions of the Board or any committee thereof, unless the Board has by resolution delegated authority to act on its behalf to a committee. No person not a member of the Board shall be in attendance at such executive session except at the direction of the Chairmembers.

Article 5: Office and Administrative Support

The principal offices of the Board of Governors shall be the Office of the President, Ikenberry Hall, P.O. Box 5000, Shepherd University, Shepherdstown, West Virginia 25443-5000.

The President of the University shall provide all necessary administrative support for the Board. Members shall be entitled to reimbursement for expenses necessary for the fulfillment of their duties as Board members, including travel and expense as authorized by the Chair.

Article 6: Officers and Organization of the Board

Chairperson In June of each year, the members shall elect a Chair from among the nine lay members. In the event of a vacancy in the office of chairperson, the vice chairperson shall succeed to the office of chairperson for the rest of that fiscal year, and shall remain eligible to serve as chairperson in the following four fiscal years. The chairperson shall perform such duties as may be prescribed by law or by the regulations and policies of the Board. No member may serve as chair for more than four consecutive years.

Vice Chairperson In June of each year, the members shall elect a Vice Chair from among the nine lay members immediately following election of a Chair. In the event of a vacancy in the office of Vice Chairperson, the members shall elect a Vice Chair at the next meeting following the occurrence of the vacancy. No limitation shall apply as to the consecutive years of service as Vice Chair. The Vice Chair shall perform such duties as may be prescribed by the Board and shall assume the duties of the chairperson during the latter's absence.

Secretary of the Board In June of each year, the members shall elect a Secretary from among the nine lay members immediately following election of a Chair and Vice Chair. In the event of a vacancy in the office of Secretary, the members shall elect a Secretary at the next meeting following the occurrence of the vacancy. No limitation shall apply as to the consecutive years of service as Secretary. The Secretary shall perform such duties as may be prescribed by the Board and shall preside at meetings in the absence of the Chair and the Vice Chair.

President The Board shall, as often as necessary, select a president of the University who shall serve at such terms as the Board may establish. The President shall be the sole administrative officer of the Board. The President shall assist the Chair in coordinating the meetings of the Board and shall have the authority and shall perform the duties usually attached to the office as chief executive officer of the University.

The President, as the principal executive officer of the University, shall exercise such powers as are inherent in the position in promoting, supporting, or protecting the interests of the University and in managing and directing all of its affairs; may issue directives and executive orders not in contravention of existing Board policies; shall be responsible for all business policies as heretofore enacted or modified or hereafter established subject to the general policies established by the Board; shall instruct the proper administrative officers to prepare an annual budget which upon approval, shall be recommended to the Board; shall be responsible for the preparation of the annual reports of the Board; and shall exercise such other powers, duties, and responsibilities as are delegated or required by the Board of Governors. Whenever any power or duty is assigned to the Board by law or regulation, the President is authorized to act on behalf of the Board, except to the extent restricted expressly by such law or regulation or by a Policy or resolution adopted by the Board.

In case of a vacancy in the office of the President, the Board at the time of the announcement that the President is leaving or has resigned, shall elect an Acting President for the interim period who shall exercise the functions of the President as stated in these Bylaws while serving as Acting President.

Article 7: Committees

The Board may appoint committees and prescribe their duties and functions. All committees shall keep a record of their proceedings and shall report to the Board as required. The delegation of any authority of the Board to any committee shall not operate to relieve the Board or any member thereof of any responsibility imposed by law.

~~All resolutions and all committee reports offered which involve matters for record in the minutes shall be made in writing.~~

Standing Committees shall be: The Executive Committee, the Academic Programs and Development Committee, The Audit Committee, the Enrollment, Student and Community Affairs Committee, and the Finance and Facilities Committee. ~~and The Audit and Finance Committee.~~

The Executive Committee shall consist of the Chair of the Board, who shall be its chair, the Vice Chair, the Secretary, and the chairs of the other standing committees. Its duties shall include assistance in the development of the agenda of the Board, assistance to the President between meetings of the Board, as needed, and matters relating to executive review and compensation.

The Audit ~~and Finance~~ Committee shall consist of three members, all of whom shall have some experience in matters of finance and/or accounting, and shall include at least one member who possesses accounting or financial management expertise; provided, however, that no Board Member may serve on this Committee at any time that said Member is receiving any compensation, directly or indirectly, for consulting or any service provided to the University. The members of the Committee, and its Chair, shall be elected annually by the Board at the Annual Meeting, following an initial nomination by the newly elected Chair. The Committee shall have the responsibility to oversee the University's financial reporting and audit processes. It shall also be responsible for establishing procedures for receiving, investigating and resolving "whistleblower" or other complaints concerning the University's financial and accounting practices.

The primary function of the Audit ~~and Finance~~ Committee is to assist the Board of Governors in its oversight responsibilities. The Committee's principal activities will include:

- Oversight of the University's grant activity;
- Oversight of the University's internal control structure;
- Review of the Internal Audit functions;
- Selection and retention of independent auditors;
- Review of the annual audit plan; and
- Oversight of the University's financial reporting.

The Audit Committee shall have the power to conduct or authorize investigations into matters involving errors and irregularities or any other matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel, accountants, or others to assist it in the conduct of investigations. In discharging its oversight role, the Committee is empowered to investigate any matter brought to its attention with full access to all books, records, facilities, and personnel of the University and the power to retain outside counsel, or other experts for this purpose.

Additional Committees may be established from time to time and for such period as required to complete their mission. Members and chairs of such committees shall be appointed by the Chair.

Article 8: Appearances Before the Board

Individual or group representatives who desire to appear before the Board of Governors as a part of the Board's regular agenda shall submit their request to the President to be received at least fifteen days prior to the scheduled meeting of the Board. The President, in consultation with the Chair, may either place the requested item on the agenda or reject it, notifying the individual or group of the reasons for his or her decision. The President may refer any such request to the Chair for referral to a committee of the Board.

At each regular meeting of the Board of Governors, at such time as the Chair shall designate, the Board shall have a public comment period. Persons wishing to address the Board for a period not to exceed three minutes may register at the Board meeting room at any time prior to the commencement of the Board meeting. Registrants will be called upon in the order of registration by the Chair, but public remarks will be limited to a total of thirty minutes at any one meeting. Time limitations will apply to the remarks of speakers, but not to Board members' remarks, if any. Any person(s) who registered to speak at a meeting but who are not called upon due to the expiration of available time will be placed at the top of the registration list for the next regular meeting. The Board Chair may limit the number of speakers on a given topic.

When deemed proper, the Chair or a majority of the Board may waive these rules and hear any person on any subject.

Article 9: Protocol for Meetings of the Board of Governors

All those in attendance at meetings of the Board of Governors may be asked to identify themselves to the Secretary or a designee upon entry to the meeting. Only members of the Board of Governors, the President, and those recognized by the Chair may address the Board.

If space is limited in the meeting room, those with business before the Board of Governors and the members of the press shall have priority over those who are visitors.

No flags, banners, signs, or similar displays by the public shall be permitted in meetings of the Board of Governors.

No person shall cause any disturbance, delay, or interference, or cause any threats thereof at any meeting of the Board of Governors or its committees. Further, no person shall intentionally or through coercion, force, or intimidation, deny or interfere with the right of another to free access or egress from any public meeting.

Visitors to meetings of the Board of Governors shall observe the reasonable requests of the Chair.

Article 10: Organization of the University

For purposes of administration, the President is authorized to determine the organizational structure of the University, subject to the approval of the Board.

Article 11: Relation of Board and the University Faculty, Staff, and Employees

Communications All communications to the Board from the officers and faculty and staff of the University shall be transmitted through the President of the University. This provision does not preclude a right of approach and access to the Chair of the Board.

All communications from the Board or any of its committees addressed to any officer, faculty or staff, or other employee of the University, shall be transmitted through the office of the President of the University. This provision does not preclude individual members of the Board from contacting any person within the University community.

Employee Relations The Board of Governors is committed to the objectives of diversity and pluralism and to the principles of equal opportunity, non-discrimination and affirmative action as reflected in various federal and state laws, orders and regulations, as well as in various University policies and regulations and will treat its employees in a non-discriminatory manner in accordance with the law and its own internal policies and regulations. It is the policy of the Board that the President shall maintain a program of reasonable process for the hearing and resolving of important, significant, and serious employee complaints.

Nothing in these Bylaws, or regulations or policies issued pursuant thereto, shall prevent the Board of Governors taking prompt action on urgent financial and personnel matters necessary to the best interests of the University.

Article 12: The Board and Student Relations

The Board encourages and supports the faculty in the development of educational and other programs within available resources, designed to secure the realization of the highest potential of every student.

It shall be the policy of the Board to provide equal educational opportunity to all qualified students from the State of West Virginia and, insofar as facilities, faculty, and accommodations permit, a reasonable number from other states and other countries. The Board of Governors is committed to the objectives of diversity and pluralism and to the principles of equal opportunity, non-discrimination, and affirmative action as reflected in various federal and state laws, orders and regulations, as well as in various University policies and regulations and will treat students and student organizations in a non-discriminatory manner in accordance with the law and its own internal policies and regulations.

It is the policy of the Board that the President shall maintain a program of reasonable process for the hearing and resolving of important, significant, and serious student complaints.

Article 13: Financial Responsibility

The Board of Governors, being statutorily vested with the general supervision of Shepherd University and the control and direction of all its funds, recognizes a vital and crucial institutional responsibility to those with whom it has financial transactions. Accordingly, it is the policy of the Board to maintain adequate income and reserves to assure payment of principal and interest on the due date of its obligations. To the end that the financial integrity of the University shall always remain inviolate, the Board of Governors pledges that it will maintain constant vigil over its funds through regular review and periodic reports, and such adjustments in income and reserves as shall guarantee the probity of its obligations.

The Board of Governors is concerned that maximum value be obtained for funds expended to procure goods and services. Whenever possible, competitive processes will be utilized to obtain the lowest cost consistent with acceptable quality.

Article 14: Collective Authority and Action

The authority of the Governors is conferred upon them as a Board, and they can bind the Board and the University only by acting together as a Board.

No individual member shall commit the Board to any policy, declaration, directive or action without prior approval of the Board.

Article 15: Amendments

These Bylaws may be amended or repealed at any meeting of the Board by an affirmative vote of a majority of the Board, provided that copies of such amendments or notices of repeal are submitted in writing to each member at least fifteen days in advance of such meeting.

UTILITIES RIGHT OF WAY AT TABLER FARM

The Tabler Farm property was acquired in 1991 as a 158 acre tract, from which 7.5 acres in the center had been previously subdivided and are privately owned. The private 7.5 acre tract enjoys the benefit of an access easement along the driveway into the farm property, from Billmyer Mill Road, as do several other property's to the north.

Potomac Edison has long-established utilities right-of-ways (ROW) which come into the farm property from Billmyer Mill Road at a point more than 300 feet to the southeast of the driveway, running northward and parallel to the driveway to an area in the center of the farm. The established ROW then runs eastward to the old farmhouse, which is owned by the University, and also runs westward across the driveway and into the 7.5 acre tract. All of this is on above-ground poles.

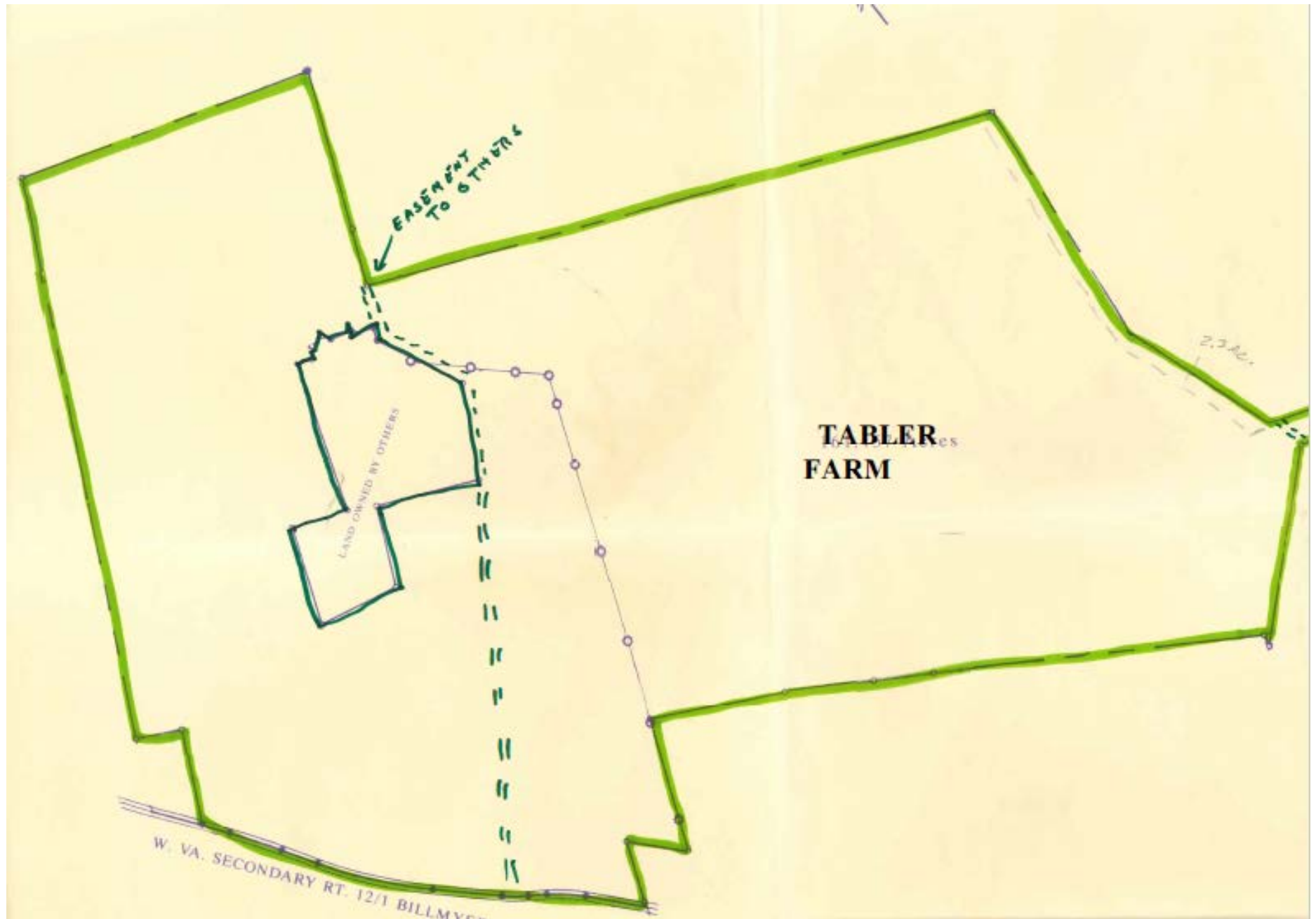
The owner of the 7.5 acre tract desires to have all of the electrical service line within his property underground. To accommodate this, Potomac Edison proposes to establish underground lines from the existing pole east of and closest to the driveway. The foremost value in shifting the lines to an underground service is to avoid Potomac Edison's determination to completely remove two or more trees which encroach the ROW within the 7.5 acre tract and which are extremely old and which the owner aspires to save. The owner is therefore willing to accept the entire expense of the establishment of the underground service.

The ROW presented is entirely within the footprint of the already existing electrical service ROW, so it poses no planning conflicts for the University. Potomac Edison's determination is that the existing ROW does not clearly grant an option for underground burials of the service lines, and this further ROW would expressly authorize it. The University will gain the advantage of eliminating any overhead utility wires at the driveway.

The subsequent pages reflect an illustration of the farm property, followed by the proposed Right of Way.

The following resolution is recommended for adoption by the Board:

RESOLVED, That the Shepherd University Board of Governors approves the conveyance of the Right of Way to Potomac Edison Company as provided for in the Agenda materials of November 16, 2016, and authorizes the President to execute the Right of Way on its behalf.



The Potomac Edison Company™
RIGHT-OF-WAY AGREEMENT (Distribution) (MD and WV)
 FORM X-4216 (03-13) Page 1 of 2

For good and valuable consideration, the receipt of which is acknowledged, and of the covenants and agreements herein contained, I/we,

_____ the undersigned Grantors, grant unto THE POTOMAC EDISON COMPANY, a Maryland and Virginia corporation, its successors and assigns, (the "Company") a right-of-way _____ **TEN** _____ feet (_____ **10** _____ ') wide for the purpose of constructing, reconstructing, inspecting, operating and maintaining an overhead and/or underground electric and communication system including all necessary poles, anchors, wires, trenches, conduits, cables, and other facilities under, over and upon the property which I/we own or in which I/we have any interest, situated in _____ District of _____ County, State of _____, acquired by me/us from _____ by deed dated the _____ day of _____, of record in _____ Book No. _____ Page _____ of the land records of _____ County, State of _____ together with right of ingress to and egress from said right-of-way at all times over the lands of Grantors; said system and easement to be located as indicated on Company's Drawing No. **58163240**, which is incorporated herein by reference and is either attached hereto or filed in Company office, said right-of-way being more particularly described as follows:

ON, OVER, UNDER, AND ACROSS THE PROPERTY OF THE UNDERSIGNED WITH INSTALLED FACILITIES BEING THE CENTER OF SAID EASEMENT. INSTALLING APPROX 400' OF PRIMARY FROM POLE # M80210-PE31 ON LANDS OF SHEPHERD UNIVERSITY IN WESTERNLY DIRECTION TO LANDS OF ERNEST JOHNSTON.

RIGHT OF WAY TO INCLUDE EASEMENT FOR ALL UNDERGROUND AND OVERHEAD FACILITIES. SEE ATTACHED DRAWING # 58163240

and to permit the installation of wires, cable, conduit or other facilities of any Company or persons. The Grantors, and their successors in ownership of the property, shall not, and shall not permit others to, plant any trees or erect or place any buildings or other structures on said property, except usual fences, nor alter the surface elevation of said property from the elevation existing upon completion of construction and/or burial of facilities hereunder. The Company shall have the right to install, maintain, operate and replace its underground and overhead facilities without responsibility for any damage caused thereby to trees, shrubs, flowers or any other obstruction grown, constructed or placed on said right-of-way and shall at all times have the right to clear and keep clear the right-of-way and to control, cut down, trim and remove trees, limbs and brush under and alongside of said facilities sufficiently for the safe and proper operation and maintenance thereof; said sum being in full payment therefor.

The Company shall pay for or repair all damages to Grantor's property caused by the construction, operation, maintenance, rebuilding and removal of said facilities, if notice in writing is given within thirty days after such damages are suffered, otherwise it is understood that such damages are waived.

Witness the following signatures and seals this _____ day of _____ in the year _____.

WITNESS:	GRANTOR:
_____	_____ / _____ (SIGNATURE) (NAME - Please print)
_____	_____ / _____ (SIGNATURE) (NAME - Please print)
_____	_____ / _____ (SIGNATURE) (NAME - Please print)
_____	_____ / _____ (SIGNATURE) (NAME - Please print)

State of _____ County of _____ to-wit:

I hereby certify that on this _____ day of _____ (MONTH/YEAR) before me, a Notary Public in and for the State and County aforesaid, personally appeared _____

known to me to be the person(s) whose name(s) is/are signed to the written instrument hereto annexed and acknowledged before me in my said County that he/she/they executed the same for the purposes therein contained, and that the actual consideration paid, including amounts assumed by the Grantee, is in the sum total of _____.

My Commission Expires _____ (NOTARY PUBLIC)

State of _____ County of _____ to-wit:
I hereby certify that on this _____ day of _____ before me, a
(MONTH/YEAR)
Notary Public in and for the State and County aforesaid, personally appeared _____

known to me to be the person(s) whose name(s) is/are signed to the written instrument hereto annexed and acknowledged before me in my said County that he/she/they executed the same for the purposes therein contained, and that the actual consideration paid, including amounts assumed by the Grantee, is in the sum total of _____.

My Commission Expires _____
(NOTARY PUBLIC)

MARYLAND CERTIFICATION

This instrument was prepared by the undersigned, an employee of The Potomac Edison Company, a party to the above instrument.

(EMPLOYEE) (TITLE)

**DECLARATION OF CONSIDERATION
(West Virginia)**

The undersigned does hereby declare that the transfer involved in the document to which this declaration is appended is not subject to State Excise Tax upon the privilege of transferring the right-of-way for the reason designated as follows:

The cost being less than One Hundred Dollars (\$100).

Executed this _____ day of _____.

By _____
(RIGHT-OF-WAY SOLICITOR)

This instrument prepared by **BRANDON SILVER** *under the direction of Gary A. Jack, Attorney for The Potomac Edison Company.*

COUNTY LAND RECORDS	RIGHT-OF-WAY
Date _____	Name _____
State _____ County _____	Line _____
Service Center _____	WBS Element/ _____
Company _____	Internal Order _____

PDMT # 197677C4132
 INSTALL 25 KVA PDMT
 HOOK UP THE 2 UG SERVICES THAT ARE
 CURRENTLY FED FROM POLE M80212

25
 B

25 (E)
 B 197667
 C4132

INSTALL APPROX 400 FT # 2
 UG PRIMARY CONDUCTOR

POLE # M80211
 SCRAP 35-5 POLE

POLE # M80212
 SCRAP 35-5 POLE & GUY
 SCRAP 25 KVA XFMR

INSTALL NEW 25 KVA PDMT IN PLACE
 OF POLE M80211
 WILL NEED TO REROUTE UG SERVICE TO
 NEW PDMT THAT IS CURRENTLY ON THE
 POLE

M80210
 PE31

POLE # M80210
 INSTALL ANCHOR AND GUY
 INSTALL #2 AAAC DEADEND
 INSTALL # 2 UG PRIMARY DIP
 INSTALL 100 AMP LB CUTOUT AND 25 T FUSE

CUSTOMER IS REQUESTING RELOCATION OF 2 SPANS
 FROM OVERHEAD TO UNDERGROUND PRIMARY

DIR: RT 45 EAST TO LEFT ON BILL MEYER ROAD
 TO DRIVEWAY FOR HOUSE 484 BILL MEYER ROAD

Designer : SILVER, BRANDON L	Phone : (304)267-3258	WR Name : 55163240	FirstEnergy Region : Potomac Edison - Potomac Edison Region	
Sales Rep : TROXELL, TIMOTHY R	Phone : (301)582-5208	Township - County: ----	Tax District: MB	Substation : N/A Circuit : N/A
Scheduler : SANDY, KYLE E	Phone : (304)267-3262 ext.	Cust/Elect Name: ----	Cust/Elect Phone: ----	Upstream Device: N
Work Request: 55163240	SAP Order # : 15022128	Customer: ERNEST JOHNSTON,	Phone: (304)876-0808	Primary Voltage : N/A
Apprv: _____ Date: _____	Apprv: _____ Date: _____	Street No : 484	Street Name : BILLMEYER MILL	Reforestry Req: N Easement: N
Proposal : [Y or N]#s: N	City : SHEPHERDSTOWN	Zip : 25443	Foreman's Signature: _____	Const. Comp. Date: _____

Scale: 1: 65

1 0

QUARTERLY FINANCIAL REPORT: 1ST QUARTER FY2017

Mr. Scott Roach, Chair of the Audit and Finance Committee, will present the quarterly financial report.

Included are three reports for the first quarter of FY2017. 1) Statement of Net Assets, 2) Budget to Actual Report, and 3) State of Revenues Expenses and Other changes which shows a year-to-year comparison with FY2016.

Highlights when comparing first quarter FY2017 with first quarter FY2016 include:

- A 3.2%, \$633,000, decrease in Total Operating Revenues
- A 11.4%, \$327,000, increase in Instruction Expenses
- A 13.3%, \$127,000, increase in Operations and Maintenance Expenses
- A 6.3%, \$316,000 decrease in Total Non-Operating Revenues and Expenses
- A decrease in Total Net Assets of \$5.548 million
- A 7.9%, \$1.76 million, decrease in Cash and Cash Equivalents

STATEMENT OF NET ASSETS

Assets

Total Assets decreased approximately 3.61% to \$155.3 million. Significant changes in assets from the prior year include a decrease in Cash, decrease in Inventories, an increase in Accounts Receivable, an increase in Grants and Contracts Receivable and a decrease in Capital Assets, net of accumulated depreciation.

Cash and Cash Equivalents – At the end of the first quarter of FY2017, the University had sufficient cash and other resources on hand to meet operating and capital requirements. Cash balances have decreased from first quarter FY2016 to first quarter FY2017 by 7.90% to \$20.5 million due to an increase in Accounts Receivable and Grants and Contracts Receivable. In addition, the decline in enrollment has caused a decline in Tuition and Fees and Auxiliary Enterprises revenue to be collected. State Appropriations are down 2.8% resulting in a \$70,000 reduction.

Accounts Receivable – Accounts Receivable increased \$242,000. While enrollment has declined, the 5% increase in Tuition has increased student balances. Also we are giving students more time to pay their balance.

Grants and Contracts Receivable – Grants and Contracts Receivable increased by \$18,000 due to the more timely processing of grant activities.

Capital Assets Net – Capital Assets are presented net of Accumulated Depreciation and decreased \$4.284 million to \$125.9 million. In the continuing effort to preserve cash flow, the University has delayed major capital expenditures. The addition to Accumulated Depreciation for the quarter was \$1.733 million.

Liabilities

Total Liabilities decreased .66% to 59.1 million. Significant changes include an increase in Accounts Payable, an increase in Other Post-Employment Benefits (OPEB) and the addition of Debt to the Higher Education Policy Commission (HEPC) for the Sara Cree demolition. Accrued Liabilities and Leases and Bonds Payable have decreases.

Accounts Payable – Accounts Payable increased from \$1.36 million to \$1.42 million. This corresponds to the increase in non-payroll operating expenses.

Other Post-Employment Benefits, Non-Current – OPEB increased 4.69%, \$487,000, in accordance with an actuarial study conducted by the State.

Debt Obligation Due Commission – A \$750,000 non-interest loan was secured from the HEPC to assist with the demolition and remediation of Sara Cree. The first semiannual payment of \$75,000 will be due in the spring.

Bonds Payable – Bonds Payable decreased 3.61%, \$1.48 million, resulting from bond premium payments consisting of more principal.

STATEMENT OF REVENUES, EXPENSES AND OTHER CHANGES

Operating Revenues

The University has generated 47.4 percent, \$9.3 million, of the budgeted Tuition and Fees Revenue for the fiscal year as of the end of the first quarter FY2017. Tuition and Fees are up only 1.1%, \$102,000, even though there was a 5% tuition increase. This is due to the continuing decline in enrollment. Total Operating Revenues are down 3.2%, \$633,000, from first quarter FY2016.

The quarter-over-quarter comparison of Federal Grants and Contracts Operating Revenues reflects an increase of \$286,000 due to the timelier processing of grant activities.

State and Local Grants are down 8.7%, \$150,000, from first quarter FY2016. As the majority of the revenue is generated through the receipt of State-provided scholarships this corresponds with the enrollment decline.

Revenue generated from the operation of Auxiliary Enterprises is \$7.7 million, down 10.1%, \$860,000, from \$8.5 million from first quarter FY2016. Again as a result of the enrollment decline.

Operating Expenses

The University expended 21.5% of budgeted Operating Expenses at the end of first quarter FY2017. Primary Mission Costs for Instruction Academic Support, Student Services and Scholarships and Fellowships are under 25% of budget year-to-date at the end of the first quarter FY2017.

Quarter-to-Quarter Operating Expenses are up 5.6%, \$303,000, with an increase in Instruction and Academic Support and a decrease in Student Services. The increase in Instruction and Academic support is due to the timelier processing of grant activities and salary increases in the second half of FY2016.

Other Core Operating Costs are up 3.2%, \$85,000, quarter-to-quarter with an 11.4%, \$127,000, increase in Operations and Maintenance. This increase is due to the timing of utility bills and the start of the Fall semester.

Non-operating Revenues and Expenses

Total Non-operating Revenues and Expenses are down 6.3%, \$316,000, compared to first quarter FY2016.

State Appropriations are down 2.8%, \$70,000, as a result of reduced state support for the current Fiscal Year.

Non-operating federal revenue is down 8.7%, \$224,000. This line is for PELL and corresponds to the decline in enrollment and a decline in eligibility.

Gifts, at \$422,000, are at 34.0% of budget and are 12.4%, \$60,000, below first quarter FY2016 actuals. This revenue is generated by contributions from the Foundation. The majority is in the form of student scholarships.

Other Revenues, Expenses, Gains or Losses

Expenses for OPEB are down compared to first quarter FY2016, 66.2%, \$106,000.

Overall, at the end of the first quarter, total Net Assets are \$95.9 million compared to \$101.3 million last year, down 5.35%, \$5.4 million. This change continues to be driven by a decrease in the University's state appropriation, a decline in significant capital investments and decline in enrollment.

Bond Refinancing Update

Three proposals were received to refinance Shepherd's 2005 and 2007 Bonds.

United Bank's proposal was selected and is estimated to save the University approximately \$200,000-\$250,000 in interest expense annually.

The proposal is awaiting HEPC and governor's approval. We expect to close on the refinancing by December 31, 2016.

Reduction in P-Card Liability

Procurement staff reviewed outstanding P-Cards and credit limits. Through a reduction in cards and reduction of credit limits over \$350,000 of potential liability to Shepherd University has been eliminated.

Table 1

Shepherd University
Statement of Net Assets
FY17 - For the Quarter Ending September 30, 2016
(Dollars in Thousands)

	QTD Actual 9/30/16	QTD Actual 9/30/15	% Change
ASSETS			
Current assets:			
Cash and cash equivalents	20,540	22,301	-7.90%
Accounts receivable net	1,957	1,715	14.11%
Grants and contracts receivable, net	5,505	5,487	0.33%
Inventories	558	588	-5.10%
Loans Receivable	100	100	0.00%
Other assets	-	2	-100.0%
Total Current assets	28,660	30,193	-5.08%
Noncurrent assets:			
Loans receivable, net	411	402	2.24%
Capital assets net	125,876	130,160	-3.29%
Other Noncurrent assets	307	307	-65.3%
Total Noncurrent assets	126,594	130,869	-3.27%
TOTAL ASSETS	\$155,254	\$161,062	-3.61%
Total Deferred Outflows of Resources (GASB 68)	\$43	\$43	0.00%
TOTAL ASSETS & DEFERRED OUTFLOWS	\$155,297	\$161,105	-3.61%
LIABILITIES			
Current liabilities:			
Accounts payable	1,417	1,359	4.27%
Accrued liabilities	2,191	2,253	-2.75%
Due to the Commission	-	-	n/a
Due to other State agencies	1	-	n/a
Deferred revenue	111	133	-16.74%
Long-term liabilities - current portion	2,341	2,262	3.49%
Total Current liabilities	6,061	6,007	0.89%
Noncurrent liabilities:			
Advances from federal sponsors	509	512	-0.59%
Deposits	178	207	-14.01%
Other post employment benefits	10,878	10,391	4.69%
Compensated absences	339	365	-7.12%
Net pension liability	449	449	0.00%
Debt obligation due Commission	750	-	n/a
Leases Payable	432	575	-24.87%
Bonds Payable	39,544	41,025	-3.61%
Total Noncurrent liabilities	53,079	53,524	-0.83%
TOTAL LIABILITIES	59,140	59,531	-0.66%
Total Deferred Inflows of Resources (GASB 68)	235	235	0.00%
TOTAL LIABILITIES & DEFERRED INFLOWS OF RESOURCES	59,375	59,766	-0.65%
NET ASSETS	95,922	101,339	-5.35%
TOTAL LIABILITIES AND NET ASSETS	\$155,297	\$161,105	-3.61%

Table 2

Shepherd University
Budget to Actual Report
FY17 - For the Quarter Ending September 30, 2016

(Dollars in Thousands)

	Annual Budget	YTD Actual	\$ Variance	% Budget
OPERATING REVENUES				
Tuition and Fees	\$19,655	\$9,315	\$10,340	47.4%
Federal Grants and Contracts	1,457	312	1,145	21.4%
State and Local Grants and Contracts	4,408	1,582	2,826	35.9%
Private Grants and Contracts	20	-	20	0.0%
Sales and Services of Educational Activities	15	11	4	73.3%
Auxiliary Enterprises	18,285	7,669	10,616	41.9%
Other Operating Revenues	617	221	396	35.8%
TOTAL OPERATING REVENUES	44,457	19,110	25,347	43.0%
OPERATING EXPENSES				
Core Operating Expenses				
Primary Mission Costs				
Instruction	18,553	3,193	15,360	17.2%
Academic Support	3,424	935	2,489	27.3%
Student Services	3,860	862	2,998	22.3%
Scholarships & Fellowships	3,079	680	2,399	22.1%
Subtotal Primary Mission Costs	28,916	5,670	23,246	19.6%
Other Core Operating Expenses				
Operations and Maintenance	5,016	1,083	3,933	21.6%
Institutional Support	6,384	1,520	4,864	23.8%
Research	244	49	195	20.1%
Public Service	239	74	165	31.0%
Subtotal Other Core Operating Expenses	11,883	2,726	9,157	22.9%
Total Core Operating Expenses	40,799	8,396	32,403	20.6%
Auxiliary Expenses	13,140	3,097	10,043	23.6%
Depreciation Expense	7,472	1,733	5,739	23.2%
Transfers and Other (Additions) Subtractions	293	65	228	22.2%
TOTAL OPERATING EXPENSES	61,704	13,291	48,413	21.5%
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	9,552	2,388	7,164	25.0%
Nonoperating federal revenue	5,400	2,351	3,049	43.5%
Investment Income	33	17	16	51.5%
Interest on capital asset related debt	(1,876)	(469)	(1,407)	25.0%
Loss on disposal of equipment	-	-	-	n/a
Gifts	1,240	422	818	34.0%
Payments on behalf of Shepherd University	-	-	-	n/a
Fees assessed by the Commission for interest and reserves	(38)	(9)	(29)	23.8%
TOTAL NONOPERATING REVENUES AND EXPENSES	14,311	4,700	9,611	32.8%
Income (Loss) Before Other Revenues, Expenses, Gains or Losses	(2,936)	10,519	(13,455)	-358.3%
OTHER REVENUES, EXPENSES, GAINS OR LOSSES				
Capital Grants and Gifts	-	0	(0)	n/a
CTC Net Assets Transfer	-	2	(2)	n/a
Other Post Employment Benefits (OPEB) expense	(648)	(54)	(594)	8.3%
Increase (Decrease) in Net Assets	(3,584)	10,467	(14,051)	-292.0%

Table 3

Shepherd University
Statement of Revenues, Expenses and Other Changes
FY17 - For the Quarter Ending September 30, 2016
(Dollars in Thousands)

	YTD Actual 9/30/16	YTD Actual 9/30/15	% Change	\$ Change
OPERATING REVENUES				
Tuition and Fees	\$9,315	\$9,213	1.1%	\$102
Federal Grants and Contracts	312	26	1080.1%	286
State and Local Grants and Contracts	1,582	1,732	-8.7%	(150)
Private Grants and Contracts	-	-	n/a	-
Sales and Services of Educational Activities	11	5	106.4%	6
Auxiliary Enterprises	7,669	8,529	-10.1%	(860)
Other Operating Revenues	221	236	-6.4%	(15)
TOTAL OPERATING REVENUES	19,110	19,743	-3.2%	(633)
OPERATING EXPENSES				
Core Operating Expenses				
Primary Mission Costs				
Instruction	3,193	2,866	11.4%	327
Academic Support	935	866	7.9%	69
Student Services	862	956	-9.9%	(94)
Scholarships & Fellowships	680	679	0.2%	1
Subtotal Primary Mission Costs	5,670	5,367	5.6%	303
Other Core Operating Expenses				
Operations and Maintenance	1,083	956	13.3%	127
Institutional Support	1,520	1,545	-1.6%	(25)
Research	49	72	-31.9%	(23)
Public Service	74	69	7.9%	5
Subtotal Other Core Operating Expenses	2,726	2,641	3.2%	85
Total Core Operating Expenses	8,396	8,008	4.8%	388
Auxiliary Expenses	3,097	3,110	-0.4%	(13)
Depreciation Expense	1,733	1,839	-5.7%	(106)
Transfers and Other (Additions) Subtractions	65	69	-5.8%	(4)
TOTAL OPERATING EXPENSES	13,291	13,026	2.0%	265
NONOPERATING REVENUES AND EXPENSES				
State Appropriations	2,388	2,458	-2.8%	(70)
Nonoperating federal revenue	2,351	2,575	-8.7%	(224)
Investment Income	17	5	212.1%	12
Interest on capital asset related debt	(469)	(485)	-3.4%	16
Loss on disposal of equipment	-	-	n/a	-
Gifts	422	482	-12.4%	(60)
Payments on behalf of Shepherd University	-	-	n/a	-
Fees assessed by the Commission for interest and	(9)	(19)	-52.4%	10
TOTAL NONOPERATING REVENUES AND EXPENSES	4,700	5,016	-6.3%	(316)
Income (Loss) Before Other Revenues, Expenses, Gains or Losses	10,519	11,733	-10.3%	(1,214)
OTHER REVENUES, EXPENSES, GAINS OR LOSSES				
Capital Grants and Gifts	0	0	0.0%	-
CTC Net Assets Transfer	2	(2)	-200.9%	4
Other Post Employment Benefits (OPEB) expense	(54)	(160)	-66.2%	106
Increase (Decrease) in Net Assets	10,467	11,571	-277.5%	(\$1,104)